

DOCUMENT RESUME

ED 327 284

PS 019 232

AUTHOR Brown, Nancy H.; And Others
TITLE Delaware First...Again: The First Comprehensive State Training Plan for Child Care Staff. Final Report of Planning Project.
SPONS AGENCY Delaware State Services for Children, Youth and Their Families Dept., Wilmington.
PUB DATE 31 May 90
NOTE 106p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Career Development; *Child Caregivers; Costs; Data Collection; Day Care; Demography; Early Childhood Education; Family Day Care; *Needs Assessment; *Program Implementation; Resource Centers; Resource Materials; *Statewide Planning; *Teacher Education
IDENTIFIERS *Delaware; Focus Groups Approach

ABSTRACT

This report on the training of child care staff in Delaware discusses issues relating to child care staff training and the quality of care in the state. Guided discussions and interviews were used to elicit descriptions of training, appropriate content and formats for training, a career development system, resource centers, and problems related to child care staff training. Part I provides information about procedures used for data collection and areas of consensus in the provider community. Part II, which covers problems related to training, identifies assumptions and briefly explores research on training and alternative solution strategies. Part III offers recommendations and implementation suggestions for a career development system, an evaluation system, resource centers, and cost projections. A vision for the future of child care in Delaware, a 10-year plan, and a summary of recommendations are provided in Part IV. Appendices include focus group reports, reports of interviews, questions used with focus groups, a list of members of the Delaware Child Care Training Advisory Committee, a provider profile instrument, and an outline of career ladder and professionalism qualifications in the early childhood field in Delaware. (RH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 327 284

PS 019 232

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

DELAWARE FIRST . . . AGAIN

THE FIRST COMPREHENSIVE STATE TRAINING PLAN

FOR

CHILD CARE STAFF

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Nancy H. Brown

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Nancy H. Brown
Joan Costley
Gwen Morgan

Final Report of Planning Project

May 31, 1990

Table of Contents

Introduction	1
Part I	
Data Collection Procedures	3
Current Training in Delaware	4
Current Issues of Child Care Staff Training in Delaware	5
Areas of Consensus	10
PART II	
The Problem	12
Assumptions	12
Brief Review of the Literature on Child Care Staff Training	13
Conclusions	22
Part III	
Recommendations	24
The Career Development System	24
THE CAREER DEVELOPMENT SYSTEM MODEL	26
The Evaluation System	31
The Resource Center System	34
The Cost of Training	36
Part IV	
Recommendations for the Future	41
A Vision as Context	41
Ten Year Implementation Plan	43
Summary of Recommendations	46
References	48
Appendices	50

Employers in Delaware face a labor crisis (Johnston & Packer, 1987) which will mean an even greater reliance on working parents than in the past. Yet the child care field, with its low wages and perceived dead ended jobs is encountering a labor shortage long before other employees feel it. Child care center directors interviewed in Delaware reported high turnover and difficulty in filling positions.

Center directors report that:

- Entry level positions do not attract any qualified applicants. New staff have no past experience with children and need access to knowledge, skill, and motivation.
- Teachers who have pre-service college training are not usually well prepared for work in child care, and they leave.
- Staff who have received in-service training resent having inexperienced college applicants hired over their heads and are frustrated that their several years of in-service training do not count toward any college program.

Family day care providers report that:

- Turnover rate is so high that even those who have remained are discouraged. Dropping out is most frequent for new providers if they fail to attract enough children to make the work viable. A second period of high dropout comes after two years when the family day care provider feels unappreciated and sees no route to advancement.

All providers agree that:

- Training is the key to retention of staff as well as the key to quality.
- Training should offer advancement from entry level through master practitioner levels. Pre-professional in-service training should lead smoothly into professional college programs.

With steadily increasing participation of mothers in the work force, the relationship between the need for high quality child care and the health of our country's economy is becoming more and more clearly recognized. Even with the acute need for accessible and affordable care, public officials, corporate executives and community leaders are less willing to accept custodial care and are calling for high quality care. Given the dramatic increase of minority children in poverty (Committee for Economic Development, 1987), good quality in all our early childhood programs is an important tool for preventing an underclass of future adults unable to succeed in the technological jobs that will be available.

Research has shown that a significant predictor of high quality is staff whose background includes relevant and continuing training. Severe staffing shortages and alarming turnover rates in child care indicate that public policy must focus on recruiting, training and retaining qualified staff. The Department of Services for Children, Youth and Their Families in Delaware noted that "the quantity and variety of training in Delaware for child day care providers has increased substantially in recent years, but the training is often offered independently of any educational system, is fragmented, and is generally not part of a program for child care career advancement." Concluding that "this has led to frustration on the part of providers seeking career development," the Department chose to focus on the policy issues in concert with state funding for child care staff training. (RFP, p.1)

A Request for Proposals was issued on September 1, 1989 seeking a contract with recognized leaders in early childhood policy development to "perform research and planning to assist the Department in establishing a state-wide comprehensive, coordinated child day care training system with built-in career progression." On October 20, 1989, the Delaware Department of Services for Children, Youth and Their Families awarded a contract to consultants Nancy H. Brown of North Carolina State University, and Joan Costley and Gwen Morgan, both of Wheelock College in Boston. The five month contract period, November 30, 1989 to April 30, 1990 was later extended to May 31, 1990, allowing six months for completion of the project. The consultants promised to bring their collective knowledge and experience to bear on Delaware's unique problems with the goal of capitalizing on the special strengths of the Delaware child care community.

This final report is divided into four parts. Part I provides information about the procedures used for data collection, current training and issues about child care staff training in Delaware, and areas of consensus in the provider community. Part II begins with a description of the problem and identification of assumptions, and is concluded with a brief exploration of the research on child care staff training and alternative solution strategies. Part III offers recommendations and implementation suggestions for the Career Development System, the Evaluation System, Resource Centers, and cost projections. A vision for the future of child care in Delaware, a ten year plan and a summary of the recommendations is provided in Part IV.

PART I.

Data Collection Procedures

The interview/focus group approach to data collection was used in this study. This is a reliable and appropriate method for a modest short-term study because it provides for broad feedback from a target population in a relatively brief time period. By eliciting opinions and suggestions from the perspective of identified segments within and outside the provider community, researchers are able to develop an holistic view of the problem. Aggregation of the data collected from all sources identifies both consensus and disparity of opinions and thereby contributes to proposed solutions which capitalize on strengths already present and compensate for weaknesses in the current system. A total of eight focus group meetings were held with participation of approximately 80 people. The eight groups consisted of three separate sets of center directors, one for-profit, one not-for-profit, and one mixed group. There were two sets of trainers composed of representatives from the University of Delaware, Delaware State College, Wilmington College, Delaware Technical College, Child Care Connections (the state resource and referral agency) and the Department of Public Instruction. The other three groups included a set of teacher/caregivers, a set of family day care providers, and a geographically oriented group of family day care providers, center directors, and trainers. The seventeen individual interviews included representatives from the Departments of Public Instruction, Social Services, and Children, Youth and Their Families and also the Governor's office, the General Assembly, the University of Delaware, Delaware State College, Delaware Technical College, Child Care Connection, and the child care community. Appendix A includes a report of the first five focus groups conducted in December and presented to the Advisory Committee at its initial meeting in January. Appendix B contains a report of the last three focus groups which were conducted in February and March, and Appendix C provides information gathered through individual interviews.

The guided discussions among focus groups were based upon a set of questions designed to elicit descriptions of current training, appropriate content and formats for training, and the respective needs for recognition, a career development system and resource centers. Interviews included similar questions but also focused on general descriptions of the problems associated with child day care in Delaware as those individuals perceived it. Appendix D identifies the questions used.

The most significant contribution to the process was provided by an Advisory Committee convened by the Office of Licensing Services according to guidelines suggested by the consulting team. The membership list of that group may be found in Appendix E. The Advisory Committee served the important functions of clarifying and complementing data collection, editing an instrument for continuing data collection and exploring the feasibility of alternative solutions. Indeed, the "esprit de corps" emerging in this prestigious group and their collective vision provided the content validity for the findings and the recommendations in this final report.

Current Training in Delaware

Delaware already has an interesting array of programs at the bachelor's level at the University of Delaware, Delaware State College, and Wilmington College which enable students to earn degrees in early childhood education or child development. The "Transfer of Credit Matrix" permits students to transfer credits between Delaware State College and the University of Delaware. It is assumed that credits from Wilmington College would be reviewed upon individual student requests.

At earlier stages of education and preparation, the picture is more mixed. There is currently no associate degree program in early childhood. Delaware Technical and Community College, Southern Campus, has in place a Child Care Diploma program through its Continuing Education Department which carries forty-eight credits. The College is currently attempting to expand the program to a full-time diploma and an associates degree program by applying for Private Industry Council funds.

Wilmington College has been very active in providing CDA training for day care providers. Delaware Technical College has also developed a training manual and tapes to provide 15 hours of introductory training. In 1985, the University of Delaware developed 20 three-hour modules and offered CEU training in each of the three counties. Currently, the Department of Public Instruction is offering a 16-week CDA training course for 25 people in each of the 3 counties. DPI will also make available a 15-hour training package covering the CDA competencies relating to children from birth to 5 years of age for both classroom staff and family day care providers. Participants will be able to complete one, two or three 5-hour training sessions. In 1988, DPI was funded to provide family day care training on special needs children to increase the placement of handicapped children in family day care homes. Similar training was provided for center-based staff. Each training package included 20 hours of classroom time and practical experience working with a special needs child.

Informal training opportunities are provided for both center-based staff and family day care providers through the efforts of the Directors' Association, the Family Day Care Association, and the Delaware Association for the Education of Young Children. Independent trainers who in many cases are also qualified to be college/university adjuncts and/or are experienced practitioners have collaborated with the associations in organizing and providing numerous workshops and support group meetings with their own local resources.

During the consultation process, in focus group meetings and the Advisory Committee, members of the higher education community expressed their interest and support for broadening the scope of training available to child care providers and staff.

Current Issues of Child Care Staff Training in Delaware

The primary purpose of the data collection was to describe the problem of child care staff training in Delaware more completely. The following statements describe current issues, and the clarifying information includes both strengths and weaknesses.

- 1. Both center directors and family day care providers report high turnover and difficulty filling entry level positions with any applicants.**

Training opportunities need to be available to newly hired staff that not only inform but inspire them. When they hire people without previous experience or training, directors need to have outside training and support available for them. Even newly hired staff with college degrees need orientation to child care. Staff who are hired as teachers with college pre-service qualifications turn over the most rapidly. Family day care turns over at a 50% rate nationally, and Delaware providers report the same pattern. It is in the best interest of employers in Delaware who have been recruiting family day care providers to improve retention. Recruiting new family day care has been described to be "like trying to fill a bucket with a big hole in it."

- 2. Current training opportunities are not designed to address the learning styles and personal constraints of most caregiving staff.**

Although there is a fairly substantial supply of training options available which is appropriate for some people, there is clear evidence that attention must be given to less didactic and more hands-on forms of training methodology. Many current training options seem to offer either theory exclusively or only to suggest activities for use with children without relating it to theory. In Delaware, theoretical knowledge is not always integrated into learning activities which apply theory to real situations. Center staff and family day care providers report that instructors who teach in beginning level training programs do not always have knowledge about the special challenges of full day child care in center and/or home based settings. Participants were agreed that the content of each training activity must contribute to the growing knowledge base. I.e., if caregivers are expected to provide developmentally appropriate care for young children, their own training must also be designed to be developmentally appropriate.

3. **Leaders in the child care community in Delaware are committed to their chosen field and are receptive to improving the quality of programs through training. However, the lack of a reward system that encourages retention and increasing knowledge inhibits a commitment to career development.**

The need among all providers for recognition and rewards for improving knowledge and skills is accompanied by a lack of confidence that their efforts will actually be recognized and rewarded in meaningful ways. Participation in the focus groups offered assurance that the concerns of providers are important to the development of appropriate training, and expressions of appreciation were common. On the other hand, that same participation will also serve to increase their hope and expectation for real action toward improving their status in the society. Their lack of confidence in long term rewards is heavily tied to monetary issues, as might be expected, but they are also concerned about career advancement issues. Their discouragement is not without cause. The low payment rate for subsidized care clearly undervalues their service and causes providers to decline serving poor children. Recognition through a certification system is a good beginning, but it will lose its value if not followed by improved monetary rewards and opportunities for career advancement, and this will require government recognition and support. It will also require improved stepped salary schedules which

provide higher pay for master practitioners in both centers and family day care.

4. **Child care personnel are not interested in training simply for the sake of compliance with regulations. In fact, they are averse to an exercise which does not make a difference both in the quality of care provided and in career opportunities.**

This is a good problem, but it could become a nightmare to the regulatory agency if an investment is not made to ensure that training is productive and meaningful. The fact that they are interested in behavioral change is indicative of the mature and committed learner. Some focus group participants indicated that they would resist a requirement that leads to nonproductive use of their time and energies.

5. **There is anxiety among child care personnel about the new regulations which require both pre-service and in-service training and their potential effects on an already short supply of staff.**

Such feelings are consistent with the general reactions to regulatory changes in other states and are particularly common to changes in the qualification requirements. However, providers believe the Office of Child Care Licensing personnel are not well-prepared to respond to their questions about what constitutes compliance. On the positive side, there were no expressions of hostility toward the Office of Child Care Licensing or generalized objections to the requirements for training per se. Though supportive of the training, a small measure of ambivalence was present among program administrators who are desperate in their search for qualified people and fearful that it will exacerbate their problems in finding staff. Indeed, their problem is likely to worsen before it gets better, and they will need help in coping with that if they are to continue to support the goals for improving staff qualifications.

6. **There is a general perception among family day care providers that their services are not as highly valued as those provided in center based care.**

Rather than resisting training or regulation, those family day providers who participated in the data collection process clearly demonstrated their commitment to child care as a career and their

need to be included in the training program. Their perceptions are not without cause. The payment rate for subsidized care in homes is even lower than the rate for center based care, and the training requirements are considerably less. However, the high level of commitment to their work and to their career goals clearly supports the recommendation that all elements of the proposed career development system relate to family day care providers as well as center based providers.

- 7. It is clear that many center staff and home providers lack pre-service training, but the proportion who have some college or previous in-service training is not known.**

Information from focus groups, individual interviews and the Advisory Committee consistently supported the a priori contention of the Office of Child Care Licensing that educational backgrounds of providers are inadequate. As the Advisory Committee addressed the issue of needs assessment, it became apparent that little is actually known about the caregiving community. As in other states, knowledge about caregivers is limited to anecdotal data and speculation based on assumptions from other data. The Provider Profile instrument developed during the course of this project will help to alleviate this particular problem. Indeed if the implementation of the training system is to be successful, it is necessary to collect baseline information in order to measure change.

- 8. The absence of professional staff to focus on career development in the Office of Child Care Licensing means the agency cannot fulfill its mandate to ensure that personnel in centers and homes can and do comply with current training requirements effectively.**

A major consideration in the design of a comprehensive training system is administrative feasibility, but no program can be administered without staff. The role of licensing agencies in training of child care personnel has not been addressed adequately by many states as they move toward requiring pre-service and in-service training. Delaware has clearly made a positive move toward clarifying that role, but the state agency does not currently have the staff to implement any plan for training.

- 9. Interdisciplinary collaboration among state agencies and between the public and private sectors needs to be improved.**

A formal mechanism for coordinating efforts of the Departments of Public Instruction, Services for Children, Youth and Their Families, Health, and Social Services needs to be adopted. Each agency has a legitimate and important role to play in designing services for children and training for the adults who work with them. Each agency has demonstrated a desire to work with the others and collaborative planning has been achieved but seems to occur in isolated instances. Establishing a formal and systematic mechanism for ongoing communication and collaboration would capitalize on the strengths of each agency. Collaboration among state agencies then needs to be complemented by involvement of community based agencies and private industry. Community based agencies must be recognized for their important and necessary contribution to the provision of services for young children.

10. **The absence of role definitions and equitable salary and benefit schedules for equally qualified individuals across the diverse systems denigrates the value of professional career development.**

Early childhood professionals may work in the public school system, the Head Start system or in community based child care centers or homes. Currently each system has its own set of roles and training requirements. DPI should work with the Office of Child Care Licensing to identify bridges and equivalent roles/qualifications in each system. Vocational and higher education systems should then prepare individuals through both pre-service and in-service training to advance through identified roles and to cross bridges from one system to another.

11. **The presence of a matrix structure for offering/accepting credits across institutions of higher education is already present in Delaware and offers the foundation for implementation of a child care career development system.**

The matrix concept needs to be expanded, but its presence is a clear strength and is indicative of the cooperative spirit among institutions of higher education. Currently the system works on a course by course basis and does not provide for the articulation of programs.

12. **Child care personnel do not have access to materials and other resources and information to assist them in providing better programs for young children.**

All focus groups and the advisory committee expressed total agreement that it would be helpful to child care providers if there were conveniently located resource centers which offer teaching materials and other help to family day care providers and center staff.

The statements above provide a clear indication that a training system for child care personnel is needed in Delaware. More importantly, they suggest that a career development plan with training options directly related to the level of responsibility is both desirable and essential to the improvement of quality for child care training.

Areas of Consensus

The leaders of the child care community, both center staff and family day care home providers, the trainers, licensors, and the Advisory Committee agree on several basic principles necessary to a career development system for child care personnel. These principles are:

1. A common core of knowledge is needed by all who work with young children regardless of role, setting or system.
2. All topics within the core should be addressed at all levels of training, but with depth and intensity increasing as knowledge and progression up the career ladder proceed.
3. All training should be applicable toward career development if desired by the individual. I.e., training should not be dead ended or focused on a low paying role with no opportunity for advancement. In-service training is pre-service training for the next role on the career ladder
4. Experienced staff who have participated in workshops and other forms of in-service training should not necessarily be "passed over" when new and inexperienced college trained staff are hired.
5. A training approval system is needed both for identifying training appropriate for compliance with licensing requirements and for the career development system.

6. Experience working with young children is also important to professional development and demonstrated competence should be applicable to career progression.
7. A personnel registry for child care is needed both for record keeping and for supporting a credentialing system for recognition and rewards consistent across systems.

The strong agreement about these principles indicates that the conditions are ripe for successful implementation of a career development system in Delaware.

Part II

The Problem

The increasing need for high quality child care has caused community leaders, educators, licensors, and child care providers to become more concerned about the importance of well-qualified personnel to staff child care programs and family day care homes. Noting the shortage of well-qualified personnel, regulations have been upgraded to require both pre-service and in-service training in Delaware as in most states. Even though the quantity and variety of training has increased substantially in recent years, training for child care personnel is not articulated into a career development system which serves to recruit new people to enter the field and retain the more qualified who are currently working in child care. When staff lack training and opportunities for career advancement, increasing turnover rates lead to hiring of less qualified individuals to replace qualified individuals who leave and a general decline in the quality of early childhood programs.

Assumptions

The purpose of this project was to investigate potential solutions to the problem. In undertaking the study, the following basic assumptions were made:

1. Training is the key to retention of staff and improving the quality of care and early education for young children.
2. Training for child care personnel in Delaware should be coordinated to motivate current personnel to seek higher levels of qualification.
3. There is a wide range of individual differences in training needs and experiential backgrounds of child care personnel in Delaware which is similar to those in other states.
4. To be effective, a training system for child care personnel must be designed which maintains high standards while it also respects individual differences and is appropriate to adult learners who may need non-traditional training alternatives.
5. The motivation for achieving higher levels of training and career development may be stimulated by regulation, but only a well

planned, comprehensive system which offers visible rewards will make a significant difference in the overall improvement of child care staff qualifications in Delaware.

Brief Review of the Literature on Child Care Staff Training

The popular belief that experience as a mother means that an individual "knows" what is appropriate and healthy for young children and that the nurturing instinct is a female attribute have for many years governed public policy regarding the necessary qualifications for providing child care. Society has viewed the plight of those children whose mothers worked outside the home as deprived and assumed that the best alternative was another mother to provide supplementary care.

Several trends have promoted public attention to the need for trained caregiver/teachers in child care. The trends include: (1) increasing proportions of mothers in the labor force who need supplemental care for their young children, (2) an inadequate supply of caregiving alternatives and increasing turnover among personnel, (3) increasing concerns about the quality of child care which are linked to fears about abuse or neglect, and (4) increasing concerns about school readiness and later academic and employment success. Three significant events which stimulated political attention to child care were the sexual abuse charges at the McMartin Preschool in California in 1984, release of the Report of the Committee for Economic Development in 1986, Children in Need, and the Hudson Institute's 1987 Workforce 2000 report. Presidential campaigns in 1988 reflected growing national attention to child care. These trends and events have led many states to increase their early childhood programs and to reconsider the necessary qualifications for caregiving staff.

Early childhood experts for many years have described child care and early education as not separable, regardless of setting, and insisted that those who work in early childhood programs need formal training. The issues critical to the current investigation are reflected by the following questions:

1. What should be the content and delivery method of training for personnel working in child care settings?
2. What is the relationship between experience and training?
3. Is the training necessary for personnel working in child care centers or homes qualitatively or quantitatively different from training

necessary for personnel working in early childhood programs in the public school or in Head Start?

4. What is the relationship between qualifications/career advancement potential and the commitment to continue working in child care?

Although the body of applied research relevant to the questions is not enormous, available research supports the opinions of experts in the field. Indeed, consensus among experts in early childhood is so strong that professional responses have included successfully implemented national accrediting systems for center-based programs and for home-based care and credentialing systems for staff. The discussions which follow will include both research data and knowledge from the field of early childhood experts.

Content and Delivery Method of Training

Among early childhood experts, there is strong agreement about the importance of a basic core of knowledge needed by all who work with young children and about the general content of that basic knowledge as well as appropriate delivery methods. Certainly that premise was supported by data collected in Delaware indicating that practitioners and professionals there concur with mainstream opinions. Research which focuses on basic content and specialized training is helpful.

Reporting on the Bermuda Study of the influence of different levels of training on caregivers' attitudes and behavior toward children, Arnett (1989) asserted that courses focusing on communication and child development had the most significant effects. Caregivers were classified on four different levels ranging from little or no training to completion of the four year degree program in early childhood education. While it was not surprising that both childrearing attitudes and interaction styles were increasingly more positive with increasing levels of training, it was noted that the first year of training seemed to have the greatest single effect. The coursework of the first year focused on communication and child development. Identified implications of the study were that even modest and brief training can have important influences on caregiving behaviors and that foci on communication and a basic understanding of child development are the most important foundations of training.

In her Master's Thesis at the University of Delaware, Springsteen (1988) designed and implemented a training program for day care providers to evaluate its effect on their knowledge about child development and their

beliefs and sensitivity toward children. Reviewing the literature on the characteristics of good training, she identified three primary content areas: child growth and development, teaching skills, and professional development. The teaching skills area focused initially on communication skills. In her review of literature on delivery methods, Springsteen concluded: (1) that the instructional climate should be non-threatening and free, (2) that the physiological limitations of the adults should be considered, (3) that goals and objectives should be clearly stated and perceived by the learners to be relevant to their immediate needs, (4) that maximum opportunities for active participation should be included, (5) that learning experiences should draw on the life experiences of participants, and (6) that opportunities for feedback should be provided. (p.25) She further indicated that in-service training is often more effective than pre-service training.

In a small study in Virginia, Snider and Fu (1990) included a review of critical content areas in a recent study of the effects of specialized education and job experience. Recommending further research on a larger sample to identify statistically significant content areas, they suggested that it may be of crucial importance to include "the following content areas: (a) planning, implementing, and evaluating developmentally appropriate content; (b) creating, evaluating, and selecting materials; (c) creating learning environments; (d) curriculum models; and (e) observing and recording behaviors" (p. 77).

The National Day Care Center Study (Ruopp, Travers, Glantz & Coelen, 1979) clearly indicated that specialized training relevant to children and child care was a more potent predictor of good quality child care than total years of general education. However, in a review of research on the indicators of quality in child care, Phillips and Howes (1987) address the content issue and acknowledge that the evidence is mixed. They identify two studies (Howes, 1983; Stallings & Porter, 1980) in addition to the Arnett study which associate specialized training with good quality care. On the other hand, they identify two studies (Berk, 1985; Clarke-Stewart & Gruber, 1984) which dispute the value of specialized training and suggest that college level general education may be more important than specialized training.

The 1989 National Child Care Staffing Study (Whitebook, Howes & Phillips) found that teachers' formal education was the strongest predictor of appropriate caregiving. Although specialized training did not emerge as a strong predictor, it was found to be interrelated with formal education. In other words, those teachers with the bachelor's degree and specialized

training at the college level were found to provide higher quality caregiving. Secondary analyses indicated that specialized training at the high school or vocational education level was less effective in preparing good teachers than specialized training at the college level.

The National Association for the Education of Young Children has involved experts from higher education and early childhood practice to identify appropriate core curriculum for two year, four year and graduate programs of study in early childhood education. Core curriculum topics include child growth and development; child guidance and group management; observation of children; curriculum development and implementation; family and community relationships; child health, safety and nutrition; and professional issues. The significant principle is that similar content is found at beginning through advanced degree programs but that knowledge is cumulative and is expanded as students advance to higher levels of study.

The findings of the aforementioned studies are consistent in their support of specialized training for child care staff. Even those which give greater credence to general higher education do not dispute the value of specialized training nor suggest that lower level specialized training is not influential or worthwhile. In terms of large scale efforts, more research attention has been given to the validity of specialized training than to the actual content of that training. Indeed, the absence of formal training requirements in child care regulations has necessitated the focus on that issue as the first priority of research. However, professional position statements on content and the aforementioned studies on content do support the contention that a basic knowledge of child development and appropriate practice must be central to specialized training even at beginning levels. Furthermore, the importance of specialized training is validated and the popular notion that the younger the child, the less training is needed for providing appropriate care is disputed by the literature.

Experts in the health care field believe that the specialized training for child care providers should include greater emphasis on health and safety topics to reflect new knowledge. The American Public Health Association and the American Academy of Pediatrics are currently engaged in writing proposed health and safety standards to guide the field of child care practice. In their draft standards, they list a number of health topics which may not have been adequately emphasized in child care training in the past. See Appendix F for their list of topics.

The Relationship between Experience and Training

There is a popular assumption in America that experience in the field or as a mother is an acceptable qualification for teaching in child care. This assumption is not made for teachers in public school programs for the same age children because those programs are considered to be pedagogic while child care has been incorrectly viewed as custodial in nature. Even though regulations in most states now require at least some developmental training, some still permit experience to be substituted for training. Research does not support the equating of experience with formal training.

The National Day Care Center Study (1979) found no effect on children or staff behaviors from experience. Whitebook, Howes and Phillips (1989) found that child care experience was the poorest predictor of teacher behavior toward children. They asserted that the practice of giving equal weight to experience, education and training amounted to an over-estimation of the value of experience. They also found that high level specialized training seemed to be even more important for infant and toddler care. The investigators noted that this "runs counter to the popular notion that any 'grandmotherly' type can teach babies because all one needs to know is how to rock them and change their diapers" (p. 46). The implication is that the younger the child the more specialized training is needed in order to respond to rapid developmental changes appropriately.

In Virginia, Snider and Fu (1990) investigated the effects of specialized training and job experience on early childhood teachers' knowledge of developmentally appropriate practice. Significant factors related to teachers' knowledge were academic degree, content areas covered in child development and early childhood education coursework, and the interaction of that coursework with supervised practical experience. Neither length of employment in child care nor supervised practical experience without formal training had significant effects on teachers' knowledge of developmentally appropriate practice. These findings are consistent with the National Child Care Staffing Study.

Powell and Strimmel (1989) investigated the relation of training and experience to the professional development of child care workers. "Findings of this study suggest that child care experience is not a substitute for formal child-related training in maintaining a professional orientation to work with young children, particularly in regard to the sources used for information and determining work effectiveness" (p. 354). These researchers assert that their study strengthens the argument for requiring postsecondary training for child care workers, but they also argue

that training combined with experience is a more potent predictor of professional development practices than either training or experience alone.

Few experts would argue with Phillips and Howes (1987) who call experience a multifaceted construct and call for more sensitive measures to decipher its beneficial features in relation to competent caregiving. There is clearly a paucity of research on this issue. However, all of the aforementioned studies support the contention that experience alone is not an acceptable substitute for formal specialized training. Nor is formal specialized training alone sufficient. Snider and Fu (1990) and Powell and Strimmel (1989) strongly emphasize the need for practical experience in combination with training to assimilate knowledge.

Training in Relation to Roles, Responsibilities and Settings

Beyond the conclusions that more training is better and particularly so when combined with advanced degrees, little research attention has been given to how much training is needed to perform effectively in child care settings. On the other hand, there is popular consensus that greater responsibilities call for more training in any field. Arnett (1989) suggests that "regulations requiring even a modest level of training . . . could have important and salutary effects on job performance and the quality of day-care environments" (p. 1). Advocates for improving regulatory requirements have expended considerable energy in pursuit of specialized training for child care staff, and most states have added training requirements in recent years.

Troubled by their finding that the bachelor's degree without specialized training was a stronger predictor of appropriate caregiving, Whitebook, Howes and Phillips (1989) performed additional analyses of their data to consider currently pending federal legislation requiring annual increments of 15 hours of in-service specialized training. They compared the 25% of their sample who had 15 hours or more of annual in-service training with those who had less than 15 hours and found significant differences suggesting that even among teachers without the bachelor's degree, caregiving behaviors could be positively influenced by small increments of specialized training. In their concluding recommendations, they suggested the development of career ladders to reward education and training and to encourage continuing education at all levels of teaching staff.

On the issue of the type of training necessary for the different roles and responsibilities in child care, little actual research has been done. Phillips and Howes indicate that the value of education, training, and experience for different levels of child care staff, such as the director of a center, the classroom teachers, and the teacher assistants has not been distinguished by the research (1987). Attempts by the National Association for the Education of young children to develop a common nomenclature for the various roles in early childhood programs and the necessary educational qualifications for those roles have not been successful to date. However, few experts would argue that training specialized according to different settings (e.g. family day care home vs. center-based programs) and different responsibilities (e.g. classroom teacher vs. program director) should follow coursework focusing on basic knowledge about young children and appropriate practice. Morgan's 1988 review of regulations across states reveals that twelve states have identified differential training requirements for progressive levels of teachers. Also, considering administrators separately, graduate degree programs and in-service coursework established at Wheelock, Bank Street and Nova are indicators of professional recognition of the need for role specific training programs.

On the question of whether training requirements should differ according to setting or sponsorship, children have the same needs regardless of system or setting. All systems should therefore require substantial knowledge of child growth and development and experience with the age group. Because they emerged from different auspices and in response to different problems, each of the systems--the public school, Head Start and community based child care centers--has its own set of pre-professional and professional training requirements. The public school system, serving children up to age 18, has a tradition of one-teacher classrooms with professional training prior to employment. Head Start and the community based system of centers have much smaller ratios of children to staff with several adults in the classroom. Head Start emphasizes the Child Development Associate as its qualification for teachers with a policy leading in the direction of pre-service qualification not yet reflected in practice. The community based child care centers stress a mix of staff including both college trained and in-service trained individuals. Among family day care practitioners, there is typically a wide range of levels of general education with specialized training offered on an in-service basis.

Data collected in Delaware supports the contention that there is a common core of knowledge needed by all practitioners regardless of setting or sponsorship. This contention is not negated by the recognition that each

type of setting or "system" requires a secondary level of training requirements which are specific to group size, length of program day, ages served, and system specific characteristics. Morgan (Wheelock, 1988) has described career development paths in early childhood as bifurcated between public school and community based programs/Head Start like trains proceeding along parallel tracks with an unrealistic expectation of peaceful convergence.

The realities of practice in early childhood are not conceptually consistent with traditional notions of professionalism based on pre-service training. Indeed, the majority of child care personnel enter the field with little or no previous training. Interviews with leaders in the child care field reveal that quite often their enthusiasm for the field developed after employment. Typically, they followed work experience with specialized training and even graduate degrees but were seldom prepared for their work in college prior to employment (Wheelock, 1988). Assuming agreement that general education and specialized training are significant predictors of quality, the question remains about how much training is necessary relative to the different roles and responsibilities within programs or in home based arrangements. A career development prototype needs to be developed and its implementation carefully monitored to address the question realistically.

Central to the concept of a career development system in child care is acceptance of the reality that practitioners vary widely in formal training and experience backgrounds and that solutions must be based upon in-service as well as pre-service channels. Morgan, Costley and Brown have postulated that the career ladder must begin with entry level positions and extend to include high level positions, that even beginning level training should count toward career advancement, and that advancing levels of training must be recognized by regulatory authorities and across the systems where early childhood professionals work, namely the public school system, the Head Start system, and the community based child care system.

The Relationship of Qualifications and Commitment to Child Care as a Career

It stands to reason that those individuals who have invested time and energy to strengthen their knowledge and skills in a given field of work are committed to career advancement in that field. Since experience has shown that many people enter child care without previous job-related training, it may be assumed that there is lower motivation to remain in the field unless opportunities for advancement are available. Some people believe that it is

possible for all early childhood teachers to have pre-service college level training. Data presented to the Early Childhood Task Force of the National Association of State Boards of Education by Costley in 1988 revealed that such expectations are unrealistic because it is not possible to provide sufficient pre-service college programs to provide the training. Pre-service in combination with in-service training will continue to be the most effective approach to staff development. The issues of recruitment and retention have become problems of critical proportion, but little empirical research has been directed toward identifying the factors which influence workers to remain in the field.

Bollin (1989) investigated turnover among family day care providers in Delaware for her doctoral dissertation at the University of Delaware. Having noted that long hours, low pay, high physical demands and low prestige had been assumed to be responsible factors in the high volatility of the family day care market, she pointed out that some providers persevere despite these drawbacks. Using a systems theory perspective, she looked at work and family roles and the clarity and ambiguity of the boundaries which providers established between the family system and the work system. She described some family day care providers as ambivalent about professionalism because some wanted to be viewed more like extended family than as a professional. Longevity was influenced by parent appreciation and match of provider and parent expectations.

The National Child Care Staffing Study in 1989 found child care teaching staff substantially more experienced than those of the National Day Care Center Study in 1979. The proportion of teaching staff who had been working in child care for more than 10 years had increased from 5% to 19%. Yet they also found that turnover had increased from 15% to 41% over the decade and that overall educational levels had decreased even though more staff had some college level training in early childhood education. Finding such disturbingly high turnover, the researchers' fear that replacement staff might be less qualified than those who left the field proved to be correct. New teachers were found to have less specialized training and less formal general education. Seeking to identify the factors influencing turnover, low wages was found to be the most powerful predictor. Other factors included total benefits and working conditions.

Commitment to career is often measured by membership in professional organizations or unions. National Staffing Study researchers failed to find such a link for child care. Only 14% belonged to child-related professional organizations and 4% belonged to unions, but those who participated in either did tend to have more formal education, specialized

training and hours of in-service training and had remained in their positions for longer periods of time. Powell and Strimmel (1989) found that membership in professional organizations was associated with higher levels of training and experience. Their findings suggested that training played a significant role in professional development activities and that experience alone was not associated with movement toward professional development. While both studies support the contention that participation in professional organizations may be linked to commitment to the field, both the low level of participation and the fact that experience is not linked to such participation are disturbing.

It seems that recruitment of staff with child care career orientation is becoming more difficult and that solutions must include attention to basic survival needs as well as career advancement. Data collected in Delaware also indicated that job applicants are increasingly less qualified and that low wages plague current staff.

Conclusions

This review of research and expert opinions has addressed four questions considered critical to the development of a career development system and training plan for child care. It indicates that child growth and development, communication skills, health and safety, and curriculum development topics should be addressed from the beginning through advanced levels of training. Implications from Powell and Strimmel (1989) and from the National Day Care Staffing Study (1990) are that topics of professionalism should be included from the beginning as well. Powell & Strimmel (1989) and Snider & Fu (1990) assert that a combination of specialized training and supervised experience offers the greatest potential for improving practice. Furthermore, Springsteen (1988) and Arnett (1989) suggest that in-service can be as effective as pre-service training if appropriately designed.

Although supervised practical experience is considered essential to the professional development of those who work with children, experience alone has not been found to be effective as a predictor of appropriate practice. This finding is counter to the popular notion that people who have worked in child care, some of them for many years, have assimilated the necessary knowledge to provide appropriate care. In Delaware, one area of consensus from focus groups was that experience working with young children is also important to professional development and demonstrated competence should be applicable to career progression. Caution must be exercised to be sure that it is not the experience in and of itself alone

which is applied to career progression. Many experienced staff in Delaware have also taken workshops and other forms of in-service training, and those people should be able to demonstrate competency for progression on the career ladder. In many cases, they should not be passed over when hiring new graduates from degree programs without regard to their accumulated knowledge and demonstrated competence.

The literature indicates that the knowledge important to working with young children is not predicated by the setting and that all people need a basic or "common core of knowledge" whether working in child care, Head Start or the public school. Specialized training appropriate for administrators should follow training and experience in the classroom, and special attention to system attributes as an addition to the basics is also appropriate. Perhaps the most significant point is that traditional notions of professionalism based on pre-service training need to be revised in light of the realities of practice in early childhood. Indeed, there is sufficient evidence of the value and effectiveness of in-service training to suggest that holding to traditional expectations exacerbates the staffing crisis in child care and early education. Recognizing that in-service training in one role is also pre-service training for advancement to the next role is a more efficient and productive view.

It seems very clear to the consulting team that there is a strong positive correlation between training and opportunities for career advancement and retention. The literature suggests that if people remain in the field for more than 3 years and are involved in training and professional activities, retention rates improve despite the harsh realities of low pay and low recognition of value to society. However, in-service training for the purpose of compliance with licensing requirements may have the opposite effect. For these reasons, Delaware's effort to establish a career development system in combination with increased training requirements is both essential and wise.

Part III

Recommendations

The recommendations of the consulting team of Brown, Costley and Morgan presented in this section are based upon data collected in Delaware, the review of research on child care training, and the collective experience and vision of the consultants. The core component of the proposed plan is the Career Development System. Other components are evaluation and resource centers. An additional section is included which focuses on the cost of training. The recommendations are subject to approval by agency representatives and professional leaders in Delaware.

The Career Development System

The Career Development System model has several key features which are illustrated in the diagram which follows the descriptions of two major segments of training experiences within an overall system. The Pre-professional Training System and the Professional Training System, with specific procedures and points of articulation, will enable a child care staff member's training experiences to articulate from the Pre-professional to the Professional System. It will necessitate the establishment of a Training Approval System and a Personnel Registry. Every training experience approved through the Training Approval System will have an identified level and role within the Career Development System as follows.

The Pre-professional Training System

Initial training experiences should provide opportunities for new staff members and new family day care providers to enter and understand their new roles as child care providers and the career opportunities available to them. The primary components of the Pre-professional Training System will include orientation and training by the state Office of Child Care Licensing, community based workshops and training approved for CEU (Continuing Education Unit) credit. Community based workshops and CEU approved training may include training provided by resource and referral agencies, professional associations, health care agencies, higher education institutions, and other interested community groups. This training may be applied to meet licensing requirements. CEU approved training with competency demonstration may also be applied to certificate programs, CDA

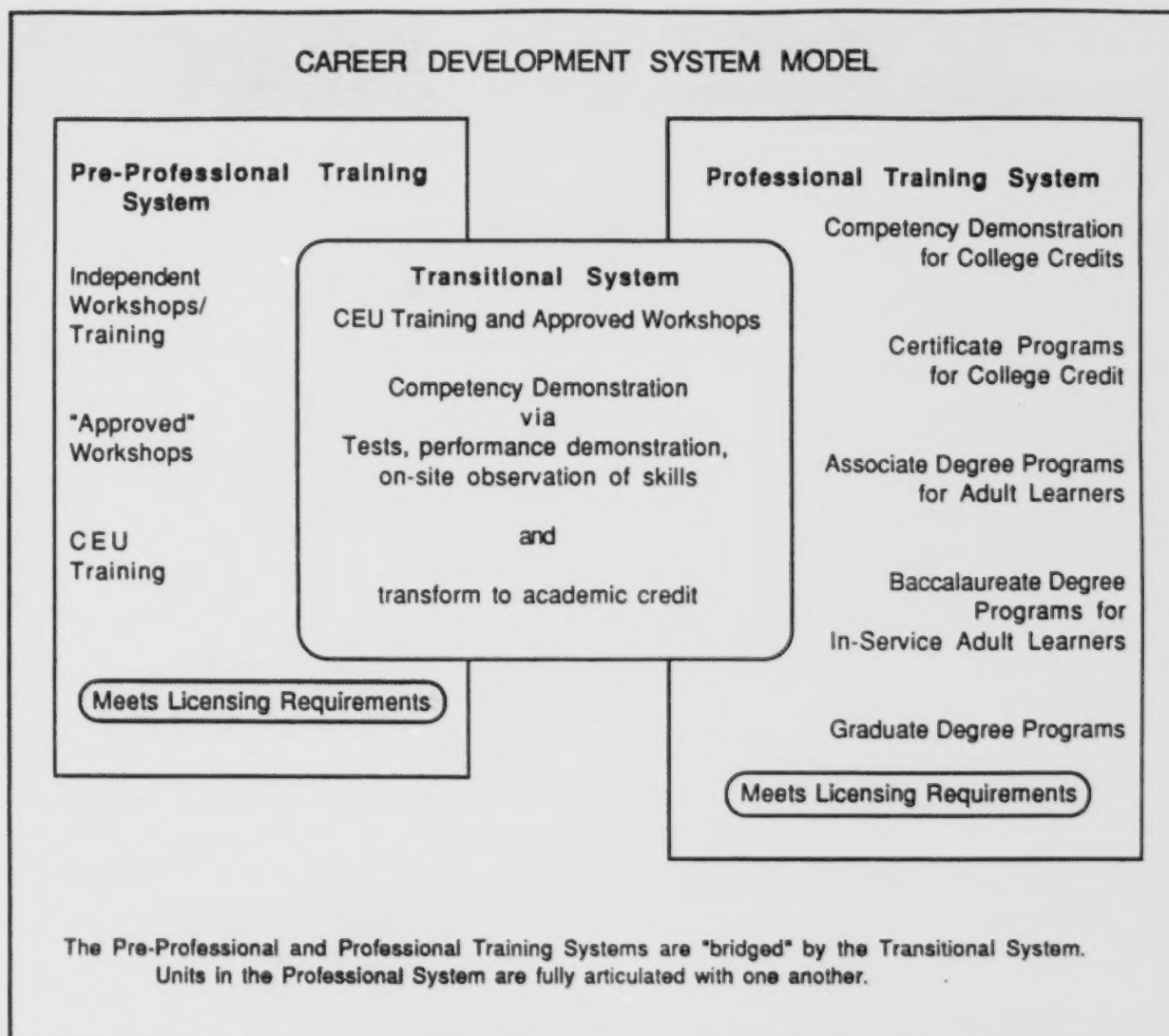
training requirements, and other college credit-based programs, including degree programs.

It will be essential to develop a well-defined system of competency demonstration and translation for college credits since this effort represents the major point of transition from the Pre-professional to the Professional System. In planning and coordination efforts described below, the higher education institutions and community based training groups will need to work together under the guidance of the state Office of Child Care Licensing to articulate criteria and procedures. In its role as lead agency for the Career Development System, the Office of Child Care Licensing should also provide the initial training experience for all new staff and family day care providers by expanding its current orientation program focusing on licensing standards. Suggested new topics include a description of the Career Development System and the availability of the Resource Centers as well as the identification of the common core of knowledge which has been articulated by the Advisory Committee as "the backbone of the training system." For new family day care providers, the orientation should also focus on issues of professionalism and boundary definitions as identified by Bollin (1989) at the University of Delaware.

The Professional Training System

There is already an interesting array of programs at the Bachelor's level at the University of Delaware, Delaware State College, and Wilmington College and a certificate program at Delaware Technical College. At least one option at the Associate Degree level which can articulate with the certificate program and individual course offerings on the one hand and with the Bachelor's degree programs on the other hand needs to be developed for the Career Development System to function effectively. Although the Delaware Technical College seems to be the logical candidate within the state system to develop such a program, it could also be developed at other institutions.

The Career Development System Model is diagrammed below:



The critical issue for progression up the career ladder is the availability of training programs which correspond to the steps in a feasible manner. In the first stages of implementation, the career ladder should provide for at least three different levels of competency and experience of staff: apprentice, practitioner, and master practitioner. These three levels should be used to describe both the center-based classroom staff person and the family day care provider. The role of administrator should be defined separately and may be described at one level or in similar steps. Essentially the training which corresponds to steps on the career ladder as envisioned by the consulting team will follow a sequence such as:

1. Pre-professional approved workshops
2. CEU approved training (e.g. a workshop series, week-end intensive training, on-site/hands-on training, etc.)
3. Competency demonstration for articulation of CEU credits into college credit or independent college credit courses
4. Certificate programs or CDA training programs carrying college credit
5. Associate Degree program(s) (which will articulate with all previous credits earned including CDA and certificate programs)
6. Baccalaureate Degree programs (which will articulate with associate degree programs and previous credits earned)
7. Graduate Degree programs

The proposed Career Development System can respond to the needs and characteristics described in previous parts of this report while utilizing many of the existing resources within the state with relatively minimal expenditure of new state funds. An important feature of the model is that it allows in-service training at one level to serve as pre-service training for the next and higher levels on the career ladder. Essential to its effective implementation will be the continuance of state interagency and interdisciplinary collaboration which has been characteristic of the planning process including state agencies, the higher education community, resource and referral agencies, the business and philanthropic community, and child care providers themselves.

Implementation

Through the planning and consultation process just completed, the state Office of Child Care Licensing has already stimulated a significant collaborative relationship with other agencies and community resources, and it is critical now for this initiative to continue with that agency serving as the lead agency in state government. Implementation of the Career Development System will therefore require two major components. The first necessary component will be the establishment of a new unit in the Office of Child Care Licensing to assume responsibility for state administration of the comprehensive system and to coordinate the activities of the second component which is the continuation of the

Advisory Committee. A new professional position with administrative/clerical support should be created to head the new unit in the Office of Child Care Licensing and to report directly to the Director of Child Care Licensing.. The "Career Development Manager" should be an individual who is familiar with child care from the perspectives of providing care and early education, training of providers, and licensing, who has earned at least a Masters degree in Early Childhood Education or a related field, and whose professional experiences are relevant and fairly extensive. It will be important for this person to be able to establish effective working relationships with state agency officials, higher education leaders, and the child care community.

The activities of the Advisory Committee during the past several months indicate the clear investment of the child care and higher education communities and other community resource groups in the establishment and success of a child care career development system. Therefore, the value and even the necessity is clear for continuing their role in planning and to serve as a sounding board with the community and an advocacy group for the new system. The Office of Child Care Licensing should request that the Governor formally establish the group as a Commission or appropriately identified group to sanction their role in the development of the Career Development System. The consulting team believes that the same individuals should continue for the initial stages of implementation but that terms and appointment procedures should be developed to ensure ongoing involvement of representatives of the various constituent groups. The entire committee should act as a committee of the whole for ongoing review of the system but for specific tasks should be divided into three subcommittees: the Training System, the Training Approval System, and the Personnel Registration System.

The Training System Sub-Committee: The primary role of this group would be to ensure that existing and new training resources are effectively utilized. Its major tasks are:

1. Reviewing the data compiled through the Provider Profile instrument to identify content topics and skill levels of training needed for child care staff in Delaware;
2. Preparing an inventory of the training offerings currently available in Delaware through all the participating constituencies;

3. Making recommendations to the Office of Child Care Licensing about the priorities for use of child care training funds; and
4. Developing a coordinated plan to enable constituent groups to target their available training funds to identified needs and gaps in the available training inventory.

The work of this sub-committee should relate very closely to the definitions and standards developed by the training approval sub-committee whose work and role is described below. One of the major tenets to emerge from the work of the previous months is the need for all training to be applicable to licensing requirements and to career development simultaneously when so desired by the trainee.

The Training Approval System Sub-Committee: This group will play a vital role in defining the relationship of training content to skill level and level of training accreditation. During the consultation process, several concepts emerged which form the basis for the work of this sub-committee. These ideas include:

- a. There is a common core of knowledge in Early Childhood which must form the basis for all training. These core areas are shown in Appendix A, p. 3-4.
- b. Training should be designed and identified to address at least three different levels of competency and experience of staff: apprentice, competent practitioner, and master practitioner. More than three levels should ultimately be identified and designed. These three levels should be used to describe both the center-based classroom staff person and the family day care provider. The role of the administrator should be defined separately.
- c. All topics within the common core of knowledge should be addressed at all levels of training, i.e. for the apprentice, the competent practitioner, and the master practitioner.

The tasks of the training approval sub-committee should include:

1. Developing content categories for training which reflect the common core of knowledge described above;

2. Identifying criteria to describe training approval levels for the roles of assistant, caregiver, and director within the current system and for future categories of apprentice and others in the future system; and
3. Defining appropriate criteria and qualifications for trainers for approval as workshop trainers, trainers for CEU accredited offerings, and in consultation with members of the higher education community, for college credit offerings.

It will be important for this sub-committee to keep in mind that a wide range of training offerings may potentially fit into the career development system. Therefore, a wide range of backgrounds and qualifications may be relevant and important for trainers who are providing both professional and pre-professional training.

The Office of Child Care Licensing should mandate that the training required to meet the 60-hour requirement be training which has been certified by the training approval process. The Office of Child Care Licensing should work toward a goal within five years of requiring that providers meet the 60-hour requirement by completing up to 30 hours in the Pre-professional System and the remaining 30 hours by completing a college level course covering the "common core of knowledge." All the training completed for CEU or college credit to meet licensing requirements should be applicable toward a certificate program, an associate or baccalaureate degree program if desired by the individual.

The Child Care Personnel Registry Sub-Committee: This group must work closely with the other two sub-committees in performing its tasks which include:

1. Developing a formal process for child care staff members to apply for documentation of their training records in the Personnel Registry; and
2. Designing a process for informing the child care community and other interested constituencies in the state of Delaware about the anticipated inauguration of a Personnel Registry.

The full Implementation Committee should also initially convene a special task force of representatives of the higher education institutions of Delaware to request that they review several issues:

1. To review and make recommendations about the expansion of the Matrix concept to include all early childhood offerings in both public and private colleges in the state;
2. To establish criteria and procedures for awarding college credit for competency demonstration which will be recognized at all higher education institutions;
3. To establish criteria and procedures for awarding college credits for CEU approved training which has been certified through the training approval process; and
4. To explore the joint accreditation of courses by members of the Delaware higher education community, particularly an introductory course reviewing the topic areas defined in the "common core of knowledge."

It is to be understood that all of the provisions discussed above are intended to provide for and apply to both family day care providers and center-based child care staff.

The Evaluation System

Without question, the core component of the comprehensive system is the Career Development System which includes the career ladder, training, the personnel registry. However, the evaluation system is crucial to the successful implementation of the Career Development System. Too frequently, major initiatives designed to reform and stabilize a given social or educational problem fail to produce desired change because too little attention was given to the evaluation process. Similar to the foundation of a building, evaluation is often perceived to be the least interesting or useful part of the structure. However, that foundation provides the stability and basis for the structure and if poorly laid, the building will fail to fulfill its potential and may indeed collapse. In child care, there is a lack of sufficient data nationwide to efficiently plan training for child care personnel, and other states have not taken the time to collect baseline data and to approach training from the career development perspective. Hence, staff turnover and recruitment have reached alarming levels and have attracted the attention of public policy makers across the country. Delaware officials have demonstrated significant commitment to the effort to improve the quality of its programs serving young children and have

approached the problem with prudent planning which includes careful evaluation.

During the consultation process, the consultants conducted initial needs assessment data by meeting with focus groups and key individuals in the state. (Appendices A, B & C) That data was reviewed with the Advisory Committee in an effort to develop an individualized needs assessment instrument for the state. The consultants and the Advisory Committee reviewed both what information was needed for appropriate planning and how to collect the information. It became clear that demographic data about the child care community needed to be collected to complement the needs data collected initially. The final instrument was called a Provider Profile and is found in Appendix G. The following recommendations are offered to provide for completion of the initial assessment, periodic needs assessments and formative evaluation of the Career Development System over the next decade:

1. Administer the PROVIDER PROFILE instrument to collect demographic and education/experience background data about those people currently working in child care in Delaware. Use this data for two purposes:
 - a. to predict courses or workshops are most needed initially, what level, where to locate, etc. and to provide the Training Subcommittee with information for further planning, and
 - b. to establish baseline data for on-going evaluation of the total system, its success in bringing about change, how the population of providers changes, and other emerging issues.
2. Repeat the PROVIDER PROFILE biannually to measure change in the general population of providers. Expect this process to be rendered unnecessary after the Personnel Registry becomes fully functional.
3. Include a provider feedback form in the annual licensing renewal package giving individuals an opportunity to anonymously share their opinions and suggestions concerning the Career Development System and the training offered. This should be a short form of 10 - 20 items which can be analyzed to generate reports as needed. The value of this process goes beyond the collection of data to include the important need of providers and staff members to share their concerns and perceptions.

4. Randomly administer student evaluations using a standard from adopted from those currently used in Delaware or modified for generic use. The data should be analyzable for individual courses or workshops as well as for categories of training options and will be useful to the process of formative evaluation as well as periodic needs assessment.
5. Tabulate participation rates of courses and workshops, individually and categorically, to make inferences regarding the progress of the system and categories within the system. This data will also be useful to guide course/workshop planning and can be correlated with participant rates in the Personnel Registry.
6. Computer programs must be written to manage and analyze the data for each of the above strategies separately and for aggregating the data. Reports can then be generated on a regular basis for review by the Department, the Advisory Committee, and for preparing reports for the Legislature, the Governor's Office, and the general public.

Implementation

As indicated in the previous section on the Career Development System, the consulting team recommends the establishment of a new unit in the Office of Child Care Licensing with a new professional position. The Career Development Manager's responsibilities will include administration of the evaluation system. It is probably feasible to contract with a computer programmer for setting up the data system for evaluation and for the Personnel Registry which should also be computerized. It may also be appropriate to contract the initial administration of the PROVIDER PROFILE instrument since that strategy is endemic to the Career Development System and should be done as soon as possible. After the computer programming and the first administration of the instrument is completed, the career development unit should be able to manage the ongoing process. However, it is very important to recognize that the Career Development Manager cannot be responsible for data input and must be supported by clerical staff for that process. Whether that will require another person to supplement current secretarial staff will need to be decided based upon the current workload. The Career Development Manager should work with the Director of Child Care Licensing to generate the necessary reports which emerge from the automated information system

As indicated in the introductory paragraph regarding the evaluation system, the data collected through the strategies recommended above will serve to provide the foundation for the comprehensive system. The time and funding expenditures will be somewhat more substantial at the beginning than later but will prove to be well invested.

The Resource Center System

Resource centers provide a central location for all participants--early childhood program staff and family day care providers in this case--to have access to a variety of materials and services which enable them to provide better programs for children than they could otherwise provide. Well known examples in other states include "The Gathering Place" in Ithaca, New York and the Maryland Committee for Children's "Re-Store" in Baltimore. Resource centers provide recycled "junk," which is useful in many creative activities for young children, and equipment for making classroom materials such as laminators. Support services include up-to-date information about child care and available resources, training workshops, and support groups for directors, family day care leaders, and accreditation. User rates are reported to be quite high, and area merchants and citizens are generous in maintaining inventories.

Delaware has created a network of eight teacher centers, open in the afternoon and early evening for the convenience of public school teachers. These centers are based in public schools, and the schools pay the cost for their support during the school day. They are funded by the state at \$330,000 to cover the costs of remaining open additional hours after school. These centers provide a place where teaching materials are available to teachers. They offer free workshops in the evenings and on Saturdays for which teachers get in-service training credit to meet requirements in the public education system.

A board of teachers, representatives from school administration, and the education community sets priorities. Over the eight years since the first ones were opened, 22,000 training certificates have been awarded to teachers and 60,000 visits have been made to the centers by teachers. Part of the reason for the high utilization of this service may be that teachers have a sense of ownership.

During the consultation process, all focus groups expressed total agreement that such programs would be helpful and great enthusiasm for their being established. Materials and services suggested by focus groups in Delaware are very similar to those mentioned above. A list of their sug-

gestions is included on p. 11 of Appendix A. Major concerns expressed were location, hours of operation and appropriateness to early childhood programs. Suggested auspices for sponsorships included the existing teacher centers, the Office of Child Care Licensing, the child care resources and referral agency (Child Care Connections), libraries, colleges, and the Children's Museum. The Advisory Committee discussed pros and cons. After consideration of all the options as well as the needs of the child care community, the consulting team offers the following recommendations:

1. The resource and referral agency should be the lead agency to establish three resource centers in three parts of the state.
2. Child Care Connections should establish a Child Care Providers Advisory Group for planning and policy-making about the resource centers. There should be equal representation from family day care providers and center staff. It is important for providers to feel a sense of ownership of the resource centers and for both family day care providers and center staff to have this feeling. Initially, the group should be statewide, but Connections should consider splitting into groups so that each resource center would have its own advisory body.
3. With the help of these advisors, Connections should fully explore potential partnerships for locating these centers. If one of these centers could be housed in the Children's Museum, it could help parents as well as providers and raise consciousness about the value of child care providers and what they do for children. The visibility of such a resource center might help to stimulate funding for the other two. In the other part of the state, there may be partnership opportunities at colleges or libraries or Private Industry Councils.
4. The resource centers should be open at convenient times for child care providers. Some staffing can be provided by volunteers. It will be important for experienced family day care providers and center directors and teachers to be available for helping new or less experienced staff.
5. Resource centers should share their resources with public school teachers through joint access with the Teacher Centers and should explore whether the Teacher Centers could share their resources as well. A computerized resource retrieval system and loan agreement such as libraries have is a good model.

6. Resource centers should assist in dissemination of information to all center staff and family day care providers about training opportunities, pending state or federal legislation, current research about child care, and resources in the community.

Implementation

Setting up resource centers and their advisory structure would be an appropriate use of the federal Dependent Care Grant funds available to the state for resource and referral activities. The physical space, equipment, and materials are also appropriate one-time expenses for foundations and civic groups. Staffing the centers so they could be open during early evening hours will be more difficult, but support from corporations may be feasible if corporations begin to recognize benefits to the future labor force of good early childhood programs.

At least in the beginning, the proposed Career Development Manager in the Office of Child Care Licensing should serve as advisor to the resource and referral agency and participate in ex officio fashion on the Providers Advisory Group. An early childhood specialist from the Department of Public Instruction may also be invited to serve in a similar capacity. While it is appropriate for state funding of the resource centers to be administered by the Office of Child Care Licensing, it is important for the centers to be allowed to maintain a reasonable degree of autonomy so that non-licensed as well as licensed providers and parents can use them freely and focus on the ultimate benefit to children in the state.

The Cost of Training

In 1988, Delaware had 184 centers serving 11,217 children, 24 group homes serving 206 children, and 1078 family day care home providers serving 5458 children. There were 99 children in preschool programs in public schools. Private nursery schools and child care in private school systems are not licensed, and it is not known how many staff are employed in those systems.

The estimated number of staff in centers including both part-time and full-time is 10 per center. Adding that number to the 1078 family day care providers and the 48 staff in group homes, the total number of staff working with children at that time is estimated at 2966. In addition, there were up to ten teachers in public schools and an unknown number of teachers in private nursery schools and private school systems.

Given high turnover and increasing numbers of children in child care arrangements, one could estimate that about 1000 people enter the field each year at the apprentice level. Basic orientation is currently offered by the Office of Child Care Licensing or the center director.

To summarize, approximately 2966 direct service staff in licensed child care programs need annual in-service training. Of that total, about 406 are teachers--about 180 of them are Master Practitioners--and there are 184 center directors. Having omitted nursery schools, part-day programs and private schools, the number is underestimated, but the largest part-day program is Head Start which has its own training system.

If the state were to pay for all the required in-service training hours for the estimated 1000 new staff in centers and homes, the cost would be about **\$62,500**. Some of these newly hired staff will become teachers. If 100 of the newly hired staff were to participate in a course, rather than stopping at 15 hours of training, the additional cost would be about **\$12,500**. If half of the existing teachers took 2 additional courses per year to become better qualified, the cost would be an additional **\$19,375**.

If 500 family day care providers participated in one workshop each, the cost would be **\$5000**. If 100 family day care providers completed a basic course, with up to 15 sessions, the cost would be **\$12,500**. If 25 family day care providers per year participate in Master Practitioner training at the end of their second year in the field, the cost would be **\$2500**.

If half the day care directors, including would-be directors, and group home providers participate in courses for day care administration, the cost would be **\$25,000**.

The total of all these hypothetical costs is **\$140,000**. It is not likely that this much training would be utilized, but it is clear that the state could fully fund the Pre-professional System that precedes the Professional System for under \$150,000.

The focus groups discussions made it clear from the beginning that Delaware's child care providers need access to a training system that begins with entry level pre-professional orientation and training. They need to have at least three levels that classroom staff and family day care providers could envision as they enter: apprentice, competent practitioner, and master practitioner.

Meeting the Cost

Entry level: The major issue at this level is the fact that applicants for day care jobs may have no past experience in the field at all. They may be intimidated by formal training unless it is made comfortable by offering it in familiar settings at convenient times and with emphasis on hands-on practice. The quality of the programs available to children and their parents depends on initial training that builds new competence and also inspires the practitioner with the importance and satisfactions of working with children.

The state funds some training through the licensing office, and this is a very appropriate use of state funds or federal Title XX dollars. It is also appropriate to use JOBS Training Partnership Act funds for this purpose. A major and valid past criticism of the idea of using JTPA funds for day care training has been the perception that jobs in day care pay too little to be worth training someone to enter the field. That is true if the job is perceived as static and dead-ended, and the training is seen as a one-time pre-service qualifying activity. Participants in government funded training should be seen as entering a field and working toward qualification as a Master Practitioner. No JTPA funds should be used for entry-level training without a commitment to the second and third level of training that make increased pay a reality.

Competent Practitioner Training: Once in the field, staff have access to workshops, courses, conferences and other ways to meet the state's ongoing training requirement. These in-service training hours, paid for in some degree by the state, can be applied as pre-service training to justify promotion into more responsible roles, but they cannot apply these as credit when they seek to enter a college program. As they stay in the field, meeting the training requirements each year, they would have amassed a great deal of skill and knowledge through training activities. Without a way to validate their work, they are difficult to retain.

Master Practitioner Training: The collaboration among trainers should be directly funded by the state in order to further develop this system. Because state funds are limited, it would be more productive to avoid the effort spent in competing for funds and to submit one proposal in which it has been pre-determined what institution plays what role.

The development of a collaborative model among the college and non-college trainers to create a coherent system is of enough interest that it should be eligible for funding as a demonstration under the Excellence in Teaching Act of 1989 should it pass. The bill has been introduced in the Senate by Senator Kennedy and in the House by Representative Hawkins. This bill would also provide funds for the development of an associate degree program if it passes.

Funds from the federal government are already available for scholarships to participate in Child Development Associate (CDA) training and credentialing. Although the limited funds have seldom reached outside the Head Start system, the intention of Congress was to broaden this credential to include teachers in day care as well as Head Start. If CDA were designed to assist staff to become credentialed while employed in Head Start and day care, it might be worth pursuing a broadening of the scholarships. However, new developments in CDA indicate that it is going in the direction of a year of pre-service qualifying training rather than the in-service model that is needed.

Family Day Care: Across the country, employers have been offering basic family day care training during the last few years. Training was offered in California during an initiative that involved a number of employers as well as the state. Mervyn's has offered extensive training in 10 cities and is broadening their effort to more cities. The training is usually offered through the Resource and Referral agency. Offered the opportunity, family day care providers have enthusiastically participated in 15 sessions of training in these cities even though it had been predicted that few would want that much training. This year, Target stores are joining Mervyn's to expand the program to still more cities.

Competent Practitioner: The extended training funded by the initiatives described above take family day care providers to the competent practitioner level. The initial orientation, as with center training, enables the newcomer to self-screen out if she finds the work is not appealing, saving the problems that occur when providers start up and drop out in a few months. More training permits the provider to feel and be competent in the work. The National Association for Family Day Care has developed an accreditation system which is new and in its early development. The accreditation seems to be geared to the competent practitioner level. Here in Wilmington, DuPont is assisting family day care providers with the costs of accreditation.

Master Practitioner. Sometime in the third year, the provider is at risk of dropping out unless new challenge and new opportunities are offered. There is a Child Development Associate credential for family day care, but most providers have not felt that it met their needs. One training program, called "Second Helping," was developed by family day care providers in Colorado (Windflower, Inc.) as appropriate for a master provider. With a new professional image, generated by the master practitioner training, providers may stay in the field and be motivated by new opportunities for leadership: teaching other family day care providers, working with associations, etc. If they give up providing family day care, they are more likely to move within the child care field, i.e. to work in a center, an R & R, the licensing office, or other role for an early childhood professional.

A paper reviewing the career ladder and professionalization in the early childhood field in the state of Delaware may be found in Appendix H.

Part IV

Recommendations for the Future

This report has described serious problems in staffing child care programs, problems that affect the quality of the care received by Delaware children. With the help of an Advisory Committee, we have outlined a plan for developing a comprehensive statewide training system to overcome these problems. The plan will not be accomplished overnight. We recommend making a start on a system that will be in place by the year 2000. Meanwhile, on the way to the goal, child care training will make a little more sense each year, and the retention of both center staff and family day care providers should begin to improve at once.

This section outlines ten years of steps toward full implementation of a new system and summarizes our recommendations for Delaware. Before describing the final recommendations for training in the child care system in the year 2000, it may be helpful to envision a context for that system by considering today's trends.

A Vision as Context

- Early childhood education and child care will no longer be thought of as two different kinds of program. It will be understood that all programs for young children both educate and care for children. Many full-day programs in the future will offer part-day options for non-working parents seeking quality education and social experiences, and many part-day programs will offer full extended-day options for parents who need to work full-day.
- Employers, policy makers, and the general public will have learned that child care for working employees is not different from early childhood education for the next generation of workers.
- The trend toward collaboration, strong now, will increase both at the level of state administration and at the local level.
- Schools will be welcomed in their emerging role as one of the providers of child development programs in their communities.

- State Health Departments will emerge as important helpers to the day care community, providing technical assistance on many issues both to child care providers and also to the doctors.
- More dollars will be flowing to child development/care programs--some of the money used by schools, some by Head Start, and some by community based centers and family day care homes from which parents and government purchase services. The money will include funds for early childhood programs in schools, work and training programs for welfare families, increased social service block grant funds, funds for child care in public housing, and special education. For young children, the emphasis in special education will be on mainstreaming, and many schools will be purchasing educational services from their local nursery schools, child care programs, and Head Start.
- People will enter the day care field because they want to work with children. Entry level jobs will pay better than they do now, and they will be perceived as leading to other opportunities in the field where even higher pay is available.
- Directors will be offered training in administration that includes how to design reward systems and salary schedules to promote career ladders.
- Every center will have a mix of staff that includes some degreed professionals and some pre-professional staff.
- The Office of Child Care Licensing will define the content of the required ongoing training by categories to assure distribution of knowledge.
- There will be a credential for family day care identifying the Master Practitioner level.
- United Ways will assume strong leadership roles in new strategies to support system needs in addition to funding agencies.
- Employers will be involved in public/private partnerships.

Ten Year Implementation Plan

Year One:

- Administer the Provider Profile instrument and establish the automated information system to support the evaluation system and Personnel Registry.
- Convene the Advisory Committee from the consultation process as the Implementation Committee for the development of the Career Development System and present the findings of the first Provider Profile administration.
- Develop the job description and apply to the General Assembly to create the position of Career Development Manager reporting to the Director of Day Care Licensing.
- Conduct a search for a candidate to fill the Career Development Manager's position.
- Convene the sub-committees of the Implementation Committee to begin their tasks.
- Convene the Higher Education Task Force.
- Begin the first Resource Center.

Year Two:

- The Career Development Manager guides and facilitates the work of each of the sub-committees, the full Implementation Committee and the Higher Education Task Force.
- The Career Development Manager oversees the beginning implementation of the evaluation system.
- Under the leadership of the Career Development Manager, the Personnel Registry sub-committee recommends completed definitions of the Registry categories.
- The Career Development Manager meets with the Higher Education Task Force on the articulation of college-credit offerings among institutions.

- The Career Development Manager seeks funds in collaboration with community and higher education institutions from federal and private sources to extend the range of available training offerings.
- The Career Development Manager establishes liaison relationships with Department of Public Instruction staff and activities relating to child care and early education.
- Working with the Career Development Manager, the Training Approval sub-committee develops a classification of content and a way of ensuring distribution of topics covered in ongoing training.

Year Three:

- The Career Development Manager administers the Provider Profile instrument, reviews needs assessment data and reports to the Department, the Implementation Committee and to such other person(s) as may be appropriate, including the general public.
- The Training System sub-committee develops a plan for a training and orientation for apprentice center-based staff and family day care providers, including a field practicum component.
- The Career Development Manager begins the process of entering training data on current Delaware center based staff and family day care providers.
- The Career Development Manager starts the Training Approval process.
- The Higher Education Task Force completes definitions of competency demonstration procedures and begins implementation.

Year Five:

- Three Resource Centers are fully functional.

- The Personnel Registry is fully functional.
- The Training Approval system is fully functional.
- The Evaluation system is fully functional.
- The state evaluates the comprehensive system including the Training System, the Training Approval System, the Personnel Registry, the Evaluation System, and Resource Centers.
- The Office of Child Care Licensing should create an information clearinghouse on training to centralize and publicize the full range of training options as they relate to the Career Development System.
- The Office of Child Care Licensing mandates that 30 hours of the required training must be met by an introductory course for college credit based on the "common core of knowledge."
- The Office of Child Care Licensing considers adding two levels of teacher to the licensing rules.
- The higher education institutions in Delaware have in place an associate degree program in early childhood education appropriate to the needs of child care staff and family day care providers.

Year Eight:

- The state evaluates the comprehensive system including the Training System, the Training Approval System, the Personnel Registry, the Evaluation System, and Resource Centers.
- Higher education institutions in Delaware have articulated credits earned in the associate degree program(s) with bachelor's level programs.

Year Ten:

- The state updates the Personnel Registry categories to reflect the full range of positions in the Career Development System.

- State training funds are part of a state/federal/private collaborative arrangement supporting the training system for child care.

Summary of Recommendations

The efficacy of any ten year plan is dependent upon realistic approaches to implementation that recognize that none of us knows for sure what the next decade will bring. It is imperative that the state activate interdisciplinary efforts to evaluate this plan on an **annual** basis as it progresses. Modifications and refinements must occur as the process unfolds and real lessons are learned through implementation. Changes in the education and child care environment will occur, federal legislation will impact the system, and parent and labor force factors will continue to need consideration. Delaware has the potential for national influence on other state efforts to address the problems in child care quality and staffing if genuine attention is paid to full development of the proposed comprehensive system outlined above.

A brief summary of the recommendations in simple terms is:

1. Establish and sanction the role of an interdisciplinary Implementation Committee to continue planning, review, and modify the Career Development System for Child Care through three sub-committees to address the Training System, the Training Approval process and the Personnel Registry.
2. Establish a Career Development Unit in the Office of Child Care Licensing and a professional position to manage the comprehensive system, facilitate interagency and community involvement, and guide the activities of the Implementation Committee.
3. Establish a career development path for both center teachers and family day care providers which includes at least three levels: apprentice, competent practitioner, and master practitioner (or whatever titles the state prefers) and a separate category for administrators available to master practitioners.
4. Establish a Higher Education Task Force given the responsibility for reviewing and improving articulation among accredited offerings, and establishing college credit equivalencies and

criteria for measuring and awarding credit for competency demonstration. Applications for state training funds should be made jointly identifying the roles of each institution.

5. Establish at least one associate degree program designed for in-service training so that currently practicing providers can participate.
6. Establish three Resource Centers for Child Care geographically located across the state and administered by Child Care Connections.
7. Establish a computerized information system which contains a Personnel Registry for child care, serves as an information clearinghouse about training and other information pertinent to child care for providers, and to manage the evaluation system for the Career Development System.
8. Use state training funds to assist in the development of training offerings that meet the specific needs of the career development system. Complement state funds by seeking federal and private monies
9. Establish an early childhood teacher credential for public schools which encompasses ages 3 - 8 years with requirements for coursework in early childhood growth and development and a practicum of at least 150 hours with children younger than kindergarten age.
10. Establish standards for early childhood programs in school systems, whether or not funded by the state, and assure that the programs meet them. Standards should be at least as stringent as those applicable to community programs through licensing.

It is feasible to achieve these objectives by the year 2000. It will be important to have the support of the Governor's Office, the General Assembly, several Departments in state government, the philanthropic and corporate communities, and the general public. The child care community is already excited about the ideas and will respond with vigor if given real opportunities for career advancement and public support and encouragement.

References

- Adams, D. Understanding the Image of Family Day Care, an Issue Paper Commissioned by Save the Children/Child Care Support Center. (1990) Atlanta, Ga.: Save the Children/Child Care Support Center.
- Arnett, J. Caregivers in Day Care Centers: Does Training Matter? (1989) in Journal of Applied Developmental Psychology, 10, pp. 541-552.
- Bollin, G. G. K. To Be or Not to Be. . . A Family Day Care Provider: An Investigation of Turnover among Family Day Care Providers. (1989) unpublished doctoral dissertation, University of Delaware.
- Child Care, the Bottom Line. New York: Child Care Action Campaign. 1988.
- Children in Need: Investment Strategies for the Educationally Disadvantaged. New York: Committee for Economic Development. 1987.
- Costley, J. Testimony before the Early Childhood Task Force of the National Association of State Boards of Education. 1988.
- Johnston, W. B. & Packer, A. E. Workforce 2000. Work and Workers for the 21st Century. Washington, D. C.: Department of Labor by the Hudson Institute, 1987.
- Morgan, Gwen. Stalemate or Consensus: The Issues that Divide Us. (1988) in Theory Into Practice.
- Phillips, D. A. & Howes, C. Indicators of Quality in Child Care: Review of Research. (1987) in Quality in Child Care: What Does Research Tell Us? Research Monograph No. 1 of the National Association for the Education of Young Children.
- Powell, D. R. & Strimmel, A. J. The Relation of Early Childhood Training and Experience to the Professional Development of Child Care Workers. (1989) in Early Childhood Research Quarterly, Vol. 4, No. 3, pp. 339-356.

Ruopp, R., Travers, J., Glantz, F & Coelen, C. (1979) Children at the Center: Summary findings and their implications (final report of the National Day Care Study). Cambridge, MA: Abt Associates.

Snider, M. H. & Fu, V. R. The Effects of Specialized Education and Job Experience on Early Childhood Teachers' Knowledge of Developmentally Appropriate Practice. (1990) in Early Childhood Research Quarterly, Vol. 5, No. 1, pp. 69-78.

Springsteen, J. An Evaluation of the Effects of Inservice Training on Day Care Providers' Child Development Knowledge, Beliefs and Sensitivity Toward Children. (1988) unpublished Masters' Thesis, University of Delaware.

Wheelock College. "Professional Roles in Day Care." 1988.

Whitebook, M., Howes, C. & Phillips, D. Who Cares? Child Care Teachers and The Quality of Care in America. (1989) Final Report of the National Child Care Staffing Study.

APPENDIX A

First Focus Group Report

DELAWARE CHILD CARE TRAINING PROGRAM

Findings of Phase I Needs Assessment

The consulting team of Brown, Costley and Morgan met with five focus groups to collect information about child care staff training needs in Delaware during December 1989. The focus group approach purports to elicit opinions and suggestions according to the perspective of a particular segment of a target population. In this process, the groups included a set of directors, a set of trainers, a set of teachers, and a set of family day care providers. The fifth group, composed of directors, family day care providers and trainers, did not represent a singular focus. All groups were asked similar questions prepared to guide the discussion and compare their perceptions. In addition to the focus groups, Brown and Costley have conducted individual interviews with key individuals in the state. In addition to responding to questions similar to those posed to the focus groups, the individual interviews provided general information about Delaware to the consultants. This report describes the findings from the focus groups and similar information collected through individual interviews

Career Viability

The first question posed in each focus group was "Is child care a career?" Initial responses from teachers and family day care providers were clearly affirmative while directors were equally adamant in their denial of child care as a viable career. Trainers differentiated between people who had qualifications allowing them role choices and other people with little training or skills.

Directors named low pay, low status, and high staff turnover to describe their belief that child care could not qualify as a real career choice. Trainers identified the low probability of career mobility, advancement, and

higher pay as detractors of career orientation. Teachers and family day care providers indicated a genuine desire to consider themselves career oriented and identified the need and value of their work to justify their opinions. Having difficulty discriminating between their sense of commitment to their work and their concept of a career, both teachers and family day care providers ultimately concluded that child care lacked the attributes generally associated with careers. The reality that those most likely to leave the field were those most qualified and motivated and that too often those who stayed were less qualified or even ill-suited for child caring was identified by all groups. Directors described increasing difficulty in recruitment of new staff who are qualified at even minimal level criteria.

The problems identified may be interpreted to indicate a low viability of child care as a career choice. However, it was clear that those who negated viability were reflecting their view of reality, not their personal attitudes. Explaining their own decisions to remain in the field, they described the work as challenging, enjoyable, and important, but indicated they could afford to continue only because they had other family income. It seems clear that the problems are situational and societal, not due to a lack of individual potential or to the importance of the service provided.

Description of Population and Needs

All groups shared concerns for the wide range of differences among those people currently working in child care in Delaware. Describing changes in the labor force, directors defined two groups at opposite extremes and a middle group. At one extreme are the "educated" staff with degrees and professional development in the field. At the other extreme are the entry level staff with no professional education and often little or no experience. In the middle are those staff who have taken courses, participated extensively in inservice training, may have the CDA and who see those with academic qualifications hired above them. Expressing concerns for the attitudes and personal characteristics of those who work with children, teachers described people who have years of experience but who have not participated in training. Directors in the mixed group also alluded to the problem of staff who do not value training or do not perceive themselves to need training because they have "years" of experience. Some

family day care providers suggested that parents/society did not care whether they were trained or not while teachers and other family day care providers indicated that times were changing and that their training was becoming more important to parents/society.

Discussions about how to design the training system produced comments relevant to collective needs assessment. All groups concurred about the diversity of individual needs and about the need for alternative or non-traditional strategies appropriate to the needs and characteristics of those to be trained. The recurring statements that training should be non-threatening, comfortable, hands-on and taught by individuals with experience in child care suggest previously unmet needs or an informal assessment of needs.

The major concern of directors was for entry-level and the "middle group" staff who do not have academic credentials. They said that the college approach was generally too threatening for those staff but that if they experienced success in a training program which was meaningful but "did not feel like college," they might later enroll in college coursework. In fact, they indicated that the traditional classroom approach was too threatening for many and that different approaches should be used initially. Directors and teachers alike expressed frustration about staff attending training which did not result in behavioral changes. The implication was not that the training was poor training but simply that it was not appropriately designed for that population. Both directors and family day care providers suggested the need for on-site observation to assess performance and provide feedback directly related to the training. Their focus on behavioral change and need for feedback to relate training to practice is consistent with trainers' contention that training should be interactive and on-going rather than single session. A real concern for literacy skills emerged among trainers who then acknowledged that they were unsure about how to address that issue.

The need for training which offers flexibility and which is both individually and collectively appropriate was reflected in all groups. Although ideas and suggestions varied to some extent, the descriptions of the population and their training needs were relatively consistent.

Content of Training

Every group agreed without question that there is a common core of knowledge needed by all those who work in child care. There was also general agreement that specialized training related to particular roles, settings or program types, and age groups should follow the basic training. Directors and trainers were quite specific on identifying content while teachers were more concerned with attitudes and personal characteristics of staff and with instructor competence and variety in training experiences. The content topics identified for the basic core of knowledge are applicable to all personnel regardless of setting or position.

Content topics for the basic core of knowledge were identified as follows:

- Treating children with respect
- Respect for differences
- Communication -- with parents, staff, children
- Child development
- Age appropriate activities relating to child development
- Planning daily activities
- Self esteem in children
- Understanding children's behavior
- Positive discipline
- Basic health and safety
- Parenting
- Parent relations
- Basic duties of staff as they relate to state regulations, attendance related to ratios, etc.
- Family and social problems
- Open-mindedness and understanding of trends and issues affecting the children served
 - child abuse
 - sexual abuse
 - mainstreaming special needs children
 - drug-addicted babies
 - mildly ill children
- Advocacy for the profession
- Individualization of curriculum
- How children learn
- Cultural/racial/ethnic sensitivity
- Counseling and referral knowledge

"Family/agency interface"

Self evaluation, evaluation of children

Aides need to know licensing regulations to help them understand good vs. bad practices and elements of program quality.

Additional content for Directors:

Basics of financial management (survival)

Supervisory skills (also needed by some supervisory staff other than Directors)

Personality styles and differences (also useful for staff)

Personnel management

Advocacy

Also, Directors need to know how to work with children themselves, be able to model appropriate practice

Additional content for Family Day Care Providers:

Business knowledge

Stress management and boundary setting (to reduce invasion of family life)

Communication with parents

Format of Training

Responses to questions about when, where and how training should be delivered were relatively consistent across groups. Primary concerns for geographic accessibility and scheduling convenience were coupled with concerns for the appeal and comfortability of the setting. In fact, the "how" seemed much more important than the "when" and "where."

Teachers and family day care providers identified evenings as the most desirable time for training and agreed that Saturdays were less desirable but acceptable. Trainers suggested evenings and weekends, and directors suggested daytime sessions during naptime for their staffs. Family day care providers recommended 2 hour sessions or no more than 3 hours depending on the topic. Directors indicated that occasional all day Saturday conferences were good for staff morale and overall development and should be included in the training system. For themselves, directors preferred an all day seminar to a few hours each week. All scheduling suggestions

clearly focused on convenience for those individuals already working and the need to offer training opportunities around work and family schedules. Teachers pointed out that all the different options needed to be available so that each individual would be able to select the most convenient. Trainers suggested caution in scheduling training to avoid stressful times such as holidays and the beginnings and endings of the school year.

Suggestions for locations of training included the obvious need for proximity to participants. As might be expected, the downstate group indicated a need for training opportunities in their own communities but also agreed that they were not resistant to driving a longer distance for occasional events. Primary attention regarding location seemed to focus more on the setting than travel distance. Trainers suggested that training needed to be taken out into the community. Directors would like to see training in child care centers or community settings. The concern of directors for entry level and the middle group of staff who are intimidated by the academic setting was echoed by teachers who indicated that some people would refuse the training if they had to go to the college setting. However, teachers again indicated that all options needed to be available because some people enjoy going to the college campus, even some without academic backgrounds. Directors did not mention college campuses as a location option.

Teachers emphasized the need for training to be hands-on regardless of where it was located, but they also contended that training should be designed using different methods including video tapes and reading materials for self-paced instruction. Family day care providers suggested both hands-on group trainings that provide interaction and one-on-one training at home. However, family day care providers seemed to express more concern that they be included in the training system than about the format of the training. Directors suggested interactive methods of training such as having a trainer come to the center, observe to assess performance in relation to training content, and offer feedback relating the training to classroom behavior. One set of directors opposed self-paced instruction through videos while another indicated that they had staff who were reluctant to participate in training off-site and thought videos were acceptable alternatives.

Both directors and teachers were quite explicit in their concerns that the training make a difference and change behaviors of adults working with children and families. The priority placed on behavioral change above the location and timing of training are clear indications of positive attitudes toward training as a vehicle to improve quality and to stabilize child care as a viable career choice.

The Training System

All groups enthusiastically supported the need for a training system which provides for progressive levels of training directly related to a reward system. In other words, improved salaries and some form of recognition should accompany increasing levels of training and experience. They agreed that the training itself needed to be approved but also that training options should be varied to meet individual needs. Having indicated that everyone should have a common core of training, they agreed that all approved training should be valid and contribute to a pattern of professional development, including the annual inservice requirements. Trainers suggested that training should be on-going rather than single sessions, and teachers suggested a related series of courses to provide an overview of all topics at the beginning to be followed by elective options. Collectively, all suggestions called for a coordinated, coherent "system."

In discussions about how much training was needed for different positions or levels of responsibility, some concerns emerged about the current requirements. One group of directors expressed concerns about guidelines for the current 15 hour inservice requirement. They said that compliance with the requirement for first aid and CPR training could also legally meet the inservice requirement. Although they indicated that center policies could prevent this from happening, they believed that there should be more structure to the ongoing training requirement at the state level. Family day care trainers in another group contended that the 6 hour initial training requirement was insufficient and that on-going training was needed by family day care providers as much as by center staff.

Career Ladder Concept

Suggestions from each group about the need for several levels of training to provide appropriate training options for a wide range of diverse needs indicated strong support for the career ladder concept. Directors expressed primary concern for entry level staff and "middle" staff who lack academic credentials. Their suggestion that initial training should begin with a step roughly equivalent to half of the CDA was consistent with the suggestion from trainers that more step levels are needed with distinct requirements for training at each level. Trainers talked about levels such as apprentice, Aide I, Aide II, and Aide III. Teachers talked about levels such as Caregiver I, II, and III to combat the implication that the only measure of "career advancement" lay in a move into program administration. Trainers may have been addressing the same issue when they suggested a career chain instead of a career ladder. Deference to the idea of looking at horizontal role differentiation rather than vertical role hierarchy evoked the image of a career chain. However, there seemed to be no question that a coordinated training system should indeed lead to smaller, clearly defined steps which factored in experience and informal training.

Discussions about specializations for particular age groups or program types were inconclusive. Directors indicated that there was insufficient availability of training for infant/toddler care and described a need for staff with special knowledge for working with that age group. Teachers agreed with the need for specialized training but were reluctant to grant recognition for specialties related to age groups for fear it would damage recruitment efforts. It seems that the absence of a pool of qualified applicants with the basic training which all workers need prior to any form of specialization limits speculation about specializations for center staff. On the other hand, family day care providers were very specific in their contention that family day care is a specialty and should be recognized as such. However, they were unsure about how to identify that specialty in a career ladder.

Credentials and Training Records

All groups definitely thought that there should be a system of recognition for increasing levels of training. They strongly supported the idea of linking such a system to specific criteria indicative of certified

knowledge and competencies. Most people agreed that a credential system was necessary and desirable. Some of the teachers and family day care providers who questioned the idea of credentials seemed uncomfortable with the term or equated it to public school certification and expressed fears about "scaring people." However, no one disagreed with the idea of "recognition" for training and experience. Trainers said that credentials were needed by the field for the sake of its image and the idea of professionalism. Teachers agreed that credentials would make child care "seem more like a career." Directors thought that such a system would send a message to parents about the importance of the work.

All groups strongly supported the idea of a registry or record of each individual's training which would be recognized if not actually managed by the licensing agency. One group suggested that the record serve like an official transcript. Directors cautioned against allowing the system to become overly bureaucratic or intrusive but agreed that it would lend credibility to the training, particularly if non-traditional training was thereby validated.

Individual Assessment for Certification

Since all groups clearly supported the idea of including experience in the field and previous informal training to "qualify" staff, questions were posed about how to assess a person's knowledge and competence to determine an appropriate entry level on the career ladder. Trainers were unsure about whether to require testing to determine whether a person should be certified even at the apprentice or beginning level, but teachers strongly supported testing as a means of assessing an individual's level of knowledge. They did not waver after discussion about its potential threat to some people but did agree that such a test might be administered orally. Teachers indicated that prior training could be analyzed to identify the appropriate level for an individual to enter a career ladder but that a knowledge test should be administered to confirm a person's eligibility for a credential or for advancement on the career ladder. They also strongly supported the idea of combining knowledge testing with classroom observations to assess competence and application of knowledge.

Other suggestions for determining where an individual is qualified to enter the career ladder included self-assessment surveys, personal or business references, life experience portfolios, analysis of previous training, and combination approaches. Alternative strategies for earning college credit such as life experience and competency demonstration and/or testing were deemed most desirable. Teachers strongly supported the idea of "trading in c.e.u.'s" for college credit but again agreed that there needed to be some form of confirmation that a person actually had acquired learning equivalent to the college course. Essentially, a system of equivalencies should enable people to transfer training credits up the ladder.

Approval of Training and Instructor Qualifications

Directors, trainers, teachers, and family day care providers all supported the need for the training itself to be approved or certified and suggested that written criteria be developed to clarify what counts as approved training. Teachers said that training should be approved in advance and probably by the licensing agency. They suggested that it would be nice to have "star ratings" like those used to rank motels or restaurants or at least identify levels, whether basic or more advanced and when prerequisites were necessary. The "stars" notion resulted from disappointing experiences with training which had not fulfilled expectations set up by the announcement. The approval process should include on-going evaluations of courses both for content validity and instructor performance. Discussion of appropriate criteria for training approvals inevitably focused on the qualifications and performance of the instructors.

Trainers and teachers suggested that people should have to qualify as trainers and be registered. Initially directors thought that trainers should have the 4 year degree and 5 years experience, and family day care providers contended that trainers for family day care had to have experience in family day care. In each case, after discussion they became dissatisfied with those criteria because that would eliminate necessary expertise. Teachers were reluctant from the beginning to say that all instructors needed to be degreed. They described previous training experiences where instructors seemed more qualified for elementary level training and were not familiar with younger children or day care. Their

assumption was that those instructors were considered qualified because they were "degreed" without consideration for their knowledge of day care. Ultimately, all concurred that trainers should be certified for proven expertise in specific areas and that the criteria needed to include the opportunity for individuals without degrees to be certified. Directors suggested that there be training for trainers and that directors be given the opportunity to become trainers.. Some indicated that licensors also needed training before serving as trainers. Teachers commented about the need for trainers to be knowledgeable about teaching adults as well as the content area they were teaching. Suggestions for ways to "certify" instructors included interviews, teaching demonstrations, and a committee process or advisory board. The salient ideas were that criteria for qualifications of instructors should be clearly identified, that training should be designed for the instructors, and that people from within the field should have the opportunity to meet those qualifications and become instructors.

Resource Centers

There was unanimous agreement among all groups that resource centers are needed and would greatly enhance the child care system. The groups concurred that there should be several sites located around the state but that they should be jointly administered. Suggestions about what agency should be responsible for administration of the centers were similar in all groups, but there was no conclusive recommendation. Potential administrative agencies included Del Tech, the public schools, public libraries, Child Care Connections, and the licensing agency. Some thought that both the licensing agency and trainers should be intimately involved with the planning and operation of the resource centers. Family day care providers suggested including a mobile van and echoed the directors' suggestion to include on-site consultants to advise providers.

Recommended materials and services included:

- Publications -- Books, Journals, Magazines
- Toy Lending Library
- Recycled Materials
- Hot Line
- Referral Center
- Mailing Services
- Video and Audio Cassettes
- Information about other Community Services
- Newsletters for Providers; for Parents
- Training Materials

Primary concerns were expressed about the hours of operation as well as the physical location of sites so that centers would be accessible to providers. Evening and weekend hours were recommended

Funding suggestions, like administration, varied similarly but lacked any form of consensus. Some believed user fees should be charged and others disagreed. Some thought the state should support the resource centers and others thought the state should provide startup funding but that the center should become self supporting. Some suggested membership arrangements and others suggested licensing fees.

Basically, there was enthusiastic support for the concept of resource centers and consensus about what they should do and the need for geographic distribution. There was less clarity about who should administer them and how they should be funded.

Conclusions

There are clear indications that child care providers in Delaware need a systematic and comprehensive training program and that Delaware faces problems which are quite similar to those in other states -- namely, recruitment and retention of well trained staff. Providers who participated in the focus groups describe a need for improved salaries and societal recognition of the value of their work, but they are also quite candid in describing the weaknesses of the field and need for improved knowledge and competence. Their enthusiasm for the training initiative, their

commitment to their work, and their openness to new ideas are commendable and exciting. To the extent that the focus group participants are representative of the whole population of providers, the climate is ripe for positive change. Indeed, the directors who doubted the viability of child care as a career choice manifested intense loyalty to their career when they explained that they worked hard and always believed that with enough effort and hard work, "it would get better." The challenge is to develop a training system which can be feasibly administered, which is responsive to the ideas and suggestions in this report, and which addresses the problems of recruitment and retention.

APPENDIX B

Second Focus Group Report

This group was very pleasant and also very vocal. Their conversation was often quite active with more than one person talking at once. Also, their comments were often directed to each other and attempting to direct or "facilitate" their discussion did not seem appropriate. They seemed to need the opportunity to voice some of their frustrations and to find support from each other. As a result, not all of the questions asked the other focus groups were addressed directly. However, their comments did touch upon the important issues.

Viability of Child Care as a Career

Yes. It is a good career option because the need is so great. Dual working parents and single parents, working mothers mean that more child care is needed. But ... only if you are dedicated and enjoy it. People think it is a "perfect" business, easy money maker. They would advise young people to enter the field, but they would caution them that it is not a big money maker, it requires a lot of hard work. One person said that she had started at the bottom and worked her way up to owning her own center and she felt good about that. Several agreed. They said it was a good business because they worked hard at it. For a young person starting now, it is more overwhelming, but they would still recommend it. One person indicated that he and his wife had gotten into the business believing some of the stories about it being easy money only to find it was very hard work. He indicated that the new regs had made it even harder and other people agreed.

Why do you think it is perceived to be a good money making business?

Media attention and forecasts of demand have often miscalculated the real costs. On the other hand, it can be profitable--it depends on how well the business is managed. (I could not record all the comments but I believe they meant that a proprietor could make an acceptable living in day care. They did not mention driving big cars or living in expensive homes nor were their comments disdainful as if making a profit somehow implied poor child care.)

Child care is a business and must be operated like a business, but the costs of doing business are greater than many people suppose. One person mentioned an article in a new center management magazine and the "peter principle" but did not elaborate.

They said child care was often perceived to be "not real work" or "just babysitting." Those perceptions add to the notion that it's easy money. I.e., demand is high because parents must use it in order to work, they must pay for it and those people who do it get money for doing something that "is not real

work." They multiply the weekly tuition times the number of children and think it is all profit. They don't seem to count all the other costs involved.

One of their major problems is finding and keeping staff.

They must compete with other service industries to find staff. Fast food industry does compete, but so do banks. Banks hire people with no experience and no educational requirement, pay more and don't require outside training. It was easier before the new regs were passed. The education requirements make it harder to find staff and some staff do not want to get training so they leave.

One person described an experience of advertising for staff, receiving 33 applicants, only looked at 5 seriously, hired one but without confidence that she will work out.

People looking for work seem to think it is easy to get a job in child care. One person told of receiving calls from applicants who informed them that they would work for them. Others indicated that they had also received such calls. They all seemed offended at the implication that they were so desperate for staff that people would speak to them in such a condescending manner.

What would make it easier to hire and retain staff?

More flexibility in hiring is needed. The regulations make it harder because they can't use their own judgment about whom to hire. They got into a very animated discussion of "position titles vs. working titles" and telling each other how they were coping with the new requirements. They talked about needing confidentiality about hiring and firing--i.e. their criteria for such decisions are confidential.

Preservice training is not necessarily applicable. They told stories of hiring people who present well and have BA's or good educational backgrounds and thinking that they were fortunate to get them, paid them higher salaries. But then after they get into the center, they think they know more than anyone else, cause problems and are more difficult to manage. Philosophical fit is more important than educational background. It seemed that after one of those present had hired and had a bad experience with an individual, at least one more had hired the same person and had a similarly bad experience which led to their generalization that hiring someone with a degree was not necessarily all it was "cracked up to be." They said it turns out badly more often than not.

How does all this affect your attitudes about training?

They quickly asserted that they were not against training per se. They objected to the notion that the BA prepared a person to work in child care saying that it prepared them to teach in elementary school only. Their objections to the training requirements were focused on the fact that the state had not clarified what counted or specified course content. They told of taking courses or having

staff take courses and then being told by the licensing representative that it might not count or that they didn't know what would count.

They suggested that the state have a "team" teach certain topics like nutrition, first aid, etc. They expressed the wish that someone spend time in the center to help train staff on-the-job, so that the training would be geared to the needs of the particular center.

They objected to much of the training being required saying that they had been running their centers for years and now were being told they needed training to know how to do it. They objected to the training at the local colleges saying it was more busy work than anything else. One person told about sitting up late at night "outlining chapters" that were not even particularly relevant-- "not really learning anything.". The gist of their conversation was that the "traditional" approaches to teaching were not applicable. They wanted more application and "reality" to the training. One person, not an owner but present with her boss, said she had been working at the center for 20 years and was now being told she could not be a teacher until she took courses to be qualified. She had a text with her for a telecourse she had enrolled in (I think at Del Tech) and she wanted my reassurance that it was appropriate.

They objected to the \$50,000 allotted for the CDA course saying the money could have been used more effectively to reach more people.

What do you think about a credentialling system and central registry for staff?

It's a good idea. Conversation focused on how such a system could be administered, and one person told about a computer software package she was using in her own center. She thought the computerized data base at the state licensing office would be fairly easy to manage and would give staff a sense of value for their training.

Another one told about his own career ladder plan within his own center and indicated that staff liked it. He indicated that it was good to offer staff a plan so that they knew what salaries to expect with increased responsibilities and for longevity, but he retained the right to determine when a person was to be promoted and thought the criteria should remain confidential.

Focus Group Report: Trainers

March 5, 1990

The meeting concentrated on four issues: potential components and concerns for a training system including - 1) a training system; 2) a training approval system; 3) strategies for assessment of knowledge; and 4) a record-keeping system.

The first topic addressed was standards. There was considerable discussion about whether there should be different standards for licensing and for career development when it came to evaluating training. The final consensus based on the notion that the field needed to establish a sense of professionalism, was that there should be uniform standards.

Approaches to standards:

Three approaches were suggested as being equally legitimate - the design of the training itself, the qualifications of the instructor, and the idea that the training would be proven valid if the trainee could demonstrate new learning or skills upon completion of training.

One concern raised was in how to balance standards with opportunity. The group felt that the three approaches to standards did not have to be mutually exclusive and agreed on the value of competency demonstration.

There was consensus on the idea that the credibility of instructors is important and needed to be established via testing, observation, and/or documentation of knowledge and skill.

Training experiences:

The group agreed on the importance of a broad range of training experiences, including training for CEU's, for certificates, and for college credit. The members generated a list of possible activities for which child care staff could earn recognition including visiting other centers, reading articles, and carrying out projects that demonstrated a new skill or knowledge. For each successfully completed activity, a child care staff member could earn "points" toward a training requirement.

At this point members from colleges began to identify possibilities for their institutions to provide such points or approval through their Continuing Education divisions, as well as the idea of generating more non-credit offerings. A concern was raised about the need for information resources to make training offerings known to the child care community.

The next part of the meeting was a presentation by JC on the career ladder system concept, including the transition from informal to formal

training, and the conversion from CEU's to credit. The concept was received extremely favorably and members of the group offered specific suggestions for its elaboration. These included:

- 1) Formalizing the provision for individuals who complete the vocational technical course program to receive exemptions from courses and credits in degree programs. Currently the exemption is done on an individual basis.
- 2) Articulating the Delaware Tech certificate program with the A.S. and A.A. programs at other institutions such as Delaware State and Wilmington.
- 3) Further elaboration of the Matrix concept among all higher education institutions.
- 4) Investigating the kinds of programs provided by Thomas Edison University in New Jersey, as well as the CLEP exam program to expand the opportunities for alternate ways to earn waivers or credit.
- 5) Developing the assessment system as a positive system, i.e. only record successful completion.
- 6) Providing specific training for assessors who will be involved in competency demonstration.

Personnel Registry and Certification Efforts:

Questions: Should there be some kind of collaboration and resource - sharing with DPI in developing this effort.

Idea: In any case, there should be a strong advisory group with shared authority with state government. The trainers group itself could be a search committee for the positions to be filled.

Concern: How to advocate for this system with state government?

Response: development of the argument that a career system will lead to better child care which will lead to prosperity for Delaware.

Assessment of Trainers:

There should be levels of accreditation for trainers re: who is qualified to present workshops, CEU trainings, college courses, etc. Trainers themselves should be assessed; and have to demonstrate their competency as trainers.

Interim Report: Resource Centers

All the focus groups expressed total agreement that it would be helpful to day care providers if there were conveniently located resource centers. The ideas that came out for the resource centers included:

- a place to get various "junk" materials that could be recycled for classroom materials.
- laminating equipment
- equipment and tools to make classroom materials
- jointly purchased supplies/equipment
- information about child care"
 - o current studies
 - o up-to-date information on current policy developments
 - o how to find community resources needed by parents and for assistance to day care programs
 - o training opportunities
- support services
 - o director support groups
 - o support groups for accreditation
 - o workshops

Providers were agreed that one location for a resource center in the state would not be adequate. This support should be accessibly near the communities where family day care and centers operate. At least one in each county is needed, and/or a van which could travel around the state offering resources in each community.

While there was agreement and enthusiasm on the value of a place to focus some or all of the above activities, there was not complete agreement on what auspices should sponsor such centers. Several different possibilities emerged, all of which had some support, none of which had total support of all participants.

The most frequently mentioned auspices were:

- existing teacher centers
- licensing
- the Resource and Referral service.

Other auspices mentioned were:

libraries
colleges
Children's Museum

Pros and cons were mentioned for all these places. Additional pros and cons emerged as the options were discussed with the Advisory group on February 16. The following discussion combines the views of the focus groups with additional comments from the Advisory group. More information should be gathered before the final report.

Teacher Centers

Delaware has created network of 8 teacher centers, open in the afternoon and early evening for the convenience of public school teachers. These centers are based in public schools, and the schools pay the cost for their support during the school day. They are funded by the state at \$330,000 to cover the costs of remaining open additional hours after school. These centers provide a place where teaching materials are available to teachers. They offer free workshops in the evenings and on Saturdays for which teachers get in-service training credit to meet requirements of the public education system.

A board of teachers, representatives from school administration, and the education community sets priorities. Part of the reason for the high utilization of this service may be that teachers have a sense of ownership.

The centers began in Delaware eight years ago, although there are more centers now than there were in the beginning. Over the eight years they have given 22,000 certificates to teachers for training. 60,000 visits have been made by teachers to the centers.

- Pros:
- convenient locations
 - would institutionalize important and needed relationship for day care with public schools
 - might be easier to add new functions and materials since the cost of the system is already met
- Cons:
- changing the governance of these centers to give a voice and sense of ownership to day care would undermine the ownership felt at present by public school teachers; sharing the centers with no change in structure would not give day care personnel a sense of ownership
 - Early childhood/day care information would not be

a central focus of the centers, even though it would be viewed as important

- not all child care providers would be comfortable using a service in the schools.
- The teacher centers serve only not-for-profit organizations, ruling out for-profit centers and family day care.

The Licensing Agency

There was enthusiasm for attaching the resource centers to the licensing agency.

Pro:

- Licensing is associated with day care centers and family day care, so that providers identify the agency with the idea of quality in their own field.
- Many providers have positive feelings about this office, and would like to see help come through it as well as regulation
- The licensing agency already makes resources available to the day care field; and has purchased and given materials to libraries to make them accessible

Con:

- It is difficult to provide consultation and help from a regulatory base; providers can never be completely free to reveal their weaknesses; lawyers are concerned that becoming a helper undermines the regulatory function.
- Non-licensed providers would not be comfortable with this office as the auspices for a resource center
- Either state or federal public dollars would need to be increased to make this possible; it is not currently in place; private dollars would be less likely to flow to the public agency.

The Resource and Referral Agency

Many examples of resource centers are found at R&R agencies: one of the first was the Gathering Place in Ithaca, New York; another well-known one is the Chocolate Factory at Locust in Baltimore. Delaware has a state-wide R&R system, privately funded, at Child Care Connections.

Pro:

- would build a strong supportive role for providers at the R&R that also serves parents; providers would benefit from the knowledge the R&R has about parents and their child care views
- probably would reach more kinds of providers than any other base: licensed, non-licensed, camps, school-age programs, nursery schools, and parents.
- some types of computerized information; a resource bank; training directory; are a good fit with the mission and capabilities of the R&R. They might be in a good position to facilitate partnerships with the teacher resource centers, colleges, libraries, etc.

Other possibilities (needing further investigation)

Colleges. It might be valuable to have the resource centers at colleges, if space were available. Del Tech has three locations in the state. A con is the fact that some day care staff may be intimidated by the college setting. On the other hand a resource center might help to overcome this intimidation. It is not clear whether colleges have space, parking for a widely used service like this one.

Libraries. Nationally, libraries are very interested in becoming centers for resources of a variety of types, particularly information resources like books, records, films, videos, computer information and the like. It is not known how Delaware libraries might react to such a suggestion. In any case, the centers as described by participants in these discussions go well beyond information services to include space-consuming materials for classroom use by children, and workshops. Further investigation of the library capability is needed.

Children's Museum. Wilmington is developing a Children's Museum which might be a good base for a resource center. Such museums are developing around the country, and may

include recycling material and workshops offered to teachers and parents. A con is the single location; there would need to be adjunct facilities in different parts of the state, or a mobile service delivered by van.

Partnerships

While it is not yet clear what auspices should be used for the development of resource centers, it is clear that whatever the decision is, there will need to develop linkages and partnerships among the different organizations and services described above. For example, a resource center could be operated at the Children's Museum by the R&R, or jointly by a college and the Museum. If a specialized child care resource center is established, the teacher centers could share their resources with such a center and also share in the specialized resources there, through a computerized resource retrieval system and loan agreement such as libraries have.

APPENDIX C

Report of Interviews

REPORT OF INTERVIEW FINDINGS - NHB

Nov. 30, 1989 and Dec. 1, 1989 - Part I of report reflects information given in response to specific questions and does not identify sources. Part II shares additional information they gave and is not included in the final report.

Part I:

Prior effort to assess training needs of child care personnel in Delaware?

U Del, Mary Lou Hyson, EC Prof ; U Del, Donna Shark, training directory
Gail Lebo, U Del, sent out questionnaire, may have been working on thesis
one-shot efforts, mostly New Castle Co., day care association, United Way

Training needs assessments in another discipline?

Health & Social Services re nursing, nursing homes (call Muriel Rustin 421-6705)
Development Office, for banks re data processing training

Priorities for day care training program in Delaware?

Geographic accessibility, particularly for down state providers
Individual appropriateness to address wide range of skill levels and educational backgrounds
Hands-on training, particularly for family day care providers, in currently operating family day care home
coordinated so everyone knows what is going on, avoid duplication and wasted efforts
multi-media approach
flexible and responsive to individual interests and needs
mechanism to attach some value to all training experiences
non-threatening, avoid implication of deficit
career ladder approach so trainees see opportunity for growth
encourage accreditation
staff improvement should be dealt with in relation to increasing costs, i.e.
recognizing that improvement will drive cost up.
beginning with basic, hands-on, lab approach and getting more theoretical later,
some ready for theoretical now
responsive to changing needs, not expect people to take same workshops year after year
increase minimum training requirement

Agency responsible for assessing training needs?

Licensing agency
Delaware Technical College
Child Care Connections

Someone without vested interest, not the University or the Licensing agency, probably sole source state contract, with advisory board, interdisciplinary approach

State should be responsible, maybe new unit; U Del and Del Tech seem to focus on a single level-the one which fits their primary mission

U Del with advisory cmte., maybe subgroup of project advisory cmte., to remove "govt. stigma,"

someone without a vested interest, probably not the R & R interagency work group - state agency has system in place to expand, R & R in good touch with providers, Univ. more able to translate analysis of data to application, process needs to be monitored.

someone under contract with the Licensing Agency, ideally someone in state system

Note: most frequent response (45%) was Licensing agency, academic community perceived to be most likely to have vested interest.

Current training needs of child care personnel in Delaware?

Curriculum

Behavior management

Parent/Provider interaction

Child development

Difference between academic and developmental readiness

Activities appropriate for the ages and interests of the children

Basic skills - 3 R's

Information about other community services and how to refer; access to professionals

Developmentally appropriate practice

Dynamics of the early childhood setting, interpersonal relationships, knowing what is actually going on below the surface

Realistic expectations of children, parents, and staff

Up-to-date information, consistent with changing lifestyles

Multi-cultural activities, ways to encourage minority children

Current view of providers' level in Delaware.

Curve generally skewed negatively with more providers needing basic training but some ready for more advanced training. The ones who have been providers for a number of years may still need basic training (child development, guidance, DAP) but do not perceive themselves that way. Some even need basic skills in reading, writing and calculation.

Best method for assessing needs?

Classroom observations.

Self-evaluation, trainees need opportunity for individual input

Knowledge test

Combination of methods

Attitude test (problem with those who "know" but fail to apply in practice)

Note: Most frequent response was combination approach, but observation and knowledge test were identified as being the most accurate and desirable though one said a test would be too threatening.

Expected response of providers to training initiative?

Positive

Older ones will think it is just another "flash in the pan," and will have "show me" attitudes

Some will resist, others will want it and take advantage of it.

Some are "frantic" about the new training requirement.

Depends on their motivation for being in day care. Those who want to be there will be pleased, but those who are doing it for other reasons will resist.

Depends on funding

Depends on how it is introduced to them, i.e. positive if non-threatening, if structured with flexibility and trainees are given an idea of its continuum/direction, has enough variety.

Positive, if well presented and "marketed" as an opportunity

Note: Several comments were made about people who have had negative educational experiences in the past and need help to overcome their fears and to see the tangible results in training; those who may know they need training but resent being told they need it or dictated to about what or how to do it.

Ideas about on-going evaluation?

Needs to include input from both trainees and trainers.

Need to be able to measure behavioral changes in classroom practice.

Should be done by an outside agency.

Avoid getting into achievement testing and accountability like the public schools.

Use frequency data: repeat attendance, which courses are more popular.

Not sure how to do it, but it must be done!

What proportion of funds/administrative effort should be directed toward needs assessment?

Maybe as much as 10% of budget initially. After a system is in place and functioning well, it may not cost as much to continue it. Or as budget increases, may drop to 2%; important to keep it in though.

Needs are likely to remain somewhat constant so the proportion may decrease over time.

Absolutely necessary for needs assessment and on-going evaluation to be maintained for continued funding of the training. Allocations will be based on hard data, not assumptions or "seat-of-pants" justifications. It must be a coordinated effort with built-in flexibility to meet varied needs across the state.

If a "system" is implemented, need to measure movement to maintain appropriate balance with growing professionalism.

A significant investment with linkage to DPI, to make sure training is continuing in effectiveness.

No more than 20%, don't beat it to death!

Maybe 15% of a professional staff person's time - no more than that should be needed on a continuing basis.

Additional comments on needs assessment?

Some centers are doing in-house training for the 15 hour requirement. The qualifications of the trainers and ability to monitor whether training actually occurs is not clear, maybe even suspect.

Effort should include measurement of changes in salaries and other cost changes which result from the training initiative, also, its impact on retention of staff in centers.

Resource centers. - Only 64% of the interviews included this section due to time limitations.

Role in supplementing training and improving child care?

They can play a very significant role if the hours of operation and other practical matters are carefully planned.

They must be part of the larger plan; not as important initially as the training itself, but if awareness of their value is clear, will be more successful.

Very important role. Trainers should be involved with the resource centers.

A major role. The problem is accessibility, particularly for home providers. They can also be training centers or places where providers can ask questions.

Significant. Should be available from the beginning, but may have to be phased in.

Not a matter of money.

Where should they be located?

They should be spread out across the state.

At least one should be in each county, maybe two in New Castle. If only one, it should be in New Castle where there are more providers.

At least two, one in New Castle and one downstate.

Who should administer them?

Del Tech - as part of the 4 they already operate for elementary teachers.

Not a state function - maybe Del Tech or the R & R's.

A college or the state agency or a combination.

According to location, or contracted to individuals who select sites.

Linked to public libraries or R & R, YMCA; maybe Del Tech or university based.

The Licensing Agency. If by Del Tech or someone else, the licensing agency needs to have some control.

Who should fund them?

Combination: user fees, memberships, state appropriation.

Start-up grants should be sought for initial set up from private companies, fed or state gov't.

Non-profit donations (Discovery Toys) People will want to donate if impact can be demonstrated.

State funds.

Initial start-up by state, but should not be set up for annual state allocation.

Public-private partnership.

Should users pay for borrowing privileges?

General preference is to charge, but fear some will not use it if they have to pay.

No.

Yes. small fee, or deposit to ensure return of material; needs funds for maintaining collection.

No. Economics are not there.

Yes. perhaps on a sliding fee scale.

Nominal fee for some things, some freebies.

Membership fees.

APPENDIX D

Questions Used with Focus Groups

Focus Group Format

Introduction: Welcome and thanks for coming.
Purpose and process of focus group discussions.
-representative groups within field
-diverse perspectives
-reactions and brainstorming
-group consensus not required or expected
-data collected from various groups reported

Opening Question: Do you see child care as a viable career?
If so, why? If not, why not?

Major areas of discussion

1. Needs Assessment: How do you determine what someone "knows?"
How do you give credit for what they know?
To determine statewide needs, should every individual be considered? 1/2 or 1/4 or 1/10 or 1/20 ?
2. Training: Is there a common core of training/knowledge which should be required for any role in child care?
If so, what topics are part of the common core?
How much training is needed by directors, family day care providers, teachers? I.e., is there a difference according to role?
What training is available?
Who provides it?
What is it?
Is it useful? accessible? affordable?
Are single sessions valuable? For what?
Is a related series valuable?
Are college courses valuable?
Should there be specific qualifications for child care trainers? If so, what?
3. Format: When should training be offered? (seasons, time of day, weekends, evenings, etc.)
How long should sessions last? (2 hours, all day, etc.)
Where should it be located? (on-site, within 5 miles, distance?)

What type of site should be used? (EC setting, community, college/university, etc.?)

4. Certification: Who should approve the training required by the Licensing Agency?
How should approval be handled? (standards, process)
Should there be a record somewhere of the training each individual child care provider receives?
Should there be some sort of credential specifically designed to certify that someone is qualified to work in child care?
If so, should it be different for infant/toddler or preschool or school age?
Should there be an array of alternative strategies for child care providers to earn college credit? (testing out, competency demonstration, CEU's, CDA, etc.)
5. Resource Centers: Are there materials and/or information that, if available, would help people in child care do a better job?
Where would you suggest that such materials/information be stored?
How would you make them available?
Should there be a fee for such a service?

Any other comments or thoughts?

Thank you.

APPENDIX E

Advisory Committee

Delaware Child Care Training
ADVISORY COMMITTEE
1990

Pauline Koch, Project Director Office of Child Care Licensing
Janet Carter, Assistant Project Director

The Honorable Margo Ewing Bane	Delaware Senate
Marihelen Barrett, M.S.N.	Maternal & Child Health Services
Frank Boxwell	Terry Children's Psychiatric Center
Paula Breen, Executive Director	Child Care Connection
Norvella Brown, Purchase of Care Director	Division of Social Services
Carolyn Carlson, Director	Possum Park Child Care
Michael Comegys	United Way of Delaware
Roxanna Coop	Administrative Commission of the Spear Trust
Anthony S. Digenakis	Delaware Technical and Community College
James Hubbard	Professional Development & Certification, DPI
Ann Hunter	Miss Ann's Day Care (group home)
Thomas King	Terry Children's Psychiatric Center
Paulette Martin	Family Day Care Home Provider
Martha Mifflin	Georgetown Day Care Center
Barbara Nielsen	Sanford S. Murphy Day Care
Donald L. Peters, Ph.D.	University of Delaware
Gary Polio	United Way of Delaware
Jan Ewing Robinson, Secretary	Delaware Department of Labor
Barbara Snyder, Ph.D.	Wilmington College
Karen Stevenson	Delaware Technical & Community College
Beverlee Truszcinski	Family Day Care Provider
Kathy Way	Governor's Office of Planning & Coordination
Charlotte Wheatley	Family Day Care Provider
Faith Wohl	E. I. Dupont DeNemours & Co.
Gail Womble, Deputy Director	Division of Social Services
Dr. Paul Woods	Delaware State College
Deborah Ziegler	DE Early Childhood Diagnostic & Intervention Center

APPENDIX F

Health Topics for Training

APHA/AAP DRAFT Standards

Recommended Required Training

Continuing Education for Center Staff

16 hours: developmental child care (all staff)

- child growth and development
- appropriate services for infants, preschool and school age children, disabled children, migrant children, and children with limited English proficiency
- mainstreaming special needs children in child care
- child development activities for children who are mildly ill
- child observation
- positive methods of discipline
- planning learning activities
- scheduling, pacing and transitions
- design of space
- communication with families
- opportunities to reinforce learning through talking
- techniques for group development
- child care administration and policies

14 hours: 1st year safety, child health and staff health
8 hours: subsequent years (Director and all staff)

- communicable disease management
 - handwashing
 - aseptic technique
 - handling contaminate items
 - use of disinfectants
 - avoiding contact with urine, saliva, secretions
 - prevention of transmission of bloodborne diseases
 - routes of human immunodeficiency virus transmission and prevention
 - food handling
 - formula preparation if applicable
- CMV
- knowledge of immunization requirements
- policies for exclusion/admission
- health screening of children

recognition of symptoms of illness
temperature taking
ability to describe minor illness
documentation and management of minor illness
care for mildly ill children
when and how to call for medical assistance
medication administration
occupational health and safety
transportation safety
emergency response procedures
child abuse detection, prevention, and reporting
linkages with community services, including child care programs that
enroll children with special needs
nutrition

12 hours: continuing education for family day care providers

child growth and development
infant care
communicating with parents
recognition and management of minor illness
planning developmentally appropriate activities in mixed-age
groupings
nutrition for children
positive methods of discipline
organizing your home for child care
accident prevention in the home
available community services
child abuse detection, prevention and reporting
first aid
CPR

APPENDIX G

Provider Profile Instrument

DELAWARE CHILD CARE PROVIDER PROFILE

Dear Child Care Professional:

— Space for letter —

1. Describe the **type of child care arrangement** in which you work by checking the term below which best describes where you work. Check only one.

- ☐ Family day care home (providing care for 6 or fewer children in your own home)
- ☐ Group day care home (providing care for 7 to 12 children in your home or someone else's home)
- ☐ Full day child care center (where care is provided all day for more than 12 children)
- ☐ Part day child care center (where care is provided for 6 hours or less per day for more than 12 children)
- ☐ None of the above. Please tell where you work: _____

2. What is the **zipcode** at the center or child care home where you work? _____

3. Tell us what you do by checking the term below which best describes **your current job**. Check only **one** term.

- ☐ Family day care home provider (working alone in your own home caring for 6 or fewer children)
- ☐ Family day care assistant (working with someone else in her home caring for 6 or fewer children)
- ☐ Group day care home provider (in charge of providing care for 7 to 12 children)
- ☐ Caregiver-Teacher in group day care home (assistant to the provider in a group day care home)
- ☐ Center Owner (owner of a child care center providing care for more than 12 children who has hired a Director to be responsible for planning the program and supervising staff)
- ☐ Center Owner-Program Director (owner who also serves as Director and is responsible for planning program activities and supervising staff)
- ☐ Center Program Director (in full charge of center operation but not its owner)
- ☐ Teacher-Caregiver (responsible for planning activities and providing care for a group of children)
- ☐ Teaching Assistant (working as an assistant but sometimes responsible for the group)
- ☐ Teacher's Aide (working as an assistant in a group but not expected to assume responsibility for the group in the teacher's absence)
- ☐ Other staff who work in the center (cook _____, driver _____, secretary _____) Do you sometimes work with children

in the classroom? _____ If so, when? _____

4. What are the fees charged to parents? _____ How often is it paid? _____

5. If you are a **teacher-caregiver, teaching assistant, or teacher's aide** in a child care center, please answer the following questions. If you work in a family day care home or group day care home, please skip to question 6. If you are a center director or owner, skip to question 7.

- a. Approximately how many children are currently enrolled in the center? _____
- b. How many children are in your group? _____
- c. Tell the ages of the children in your group as follows: under 12 months: _____ one year olds: _____
two year olds: _____ three & four year olds: _____ five year olds: _____ school age children: _____
- d. How many hours does the program operate each day? _____
- e. How many hours do you work each week? _____ (If your work schedule varies, tell the average number of hours you work each week.)

6. If you are a **family day care home provider or work in a group day care home**, please answer the following questions. If you answered question 5, skip to question 8. If you are a center director or owner, skip to question 7.

- a. How many children receive care in your home? _____
- b. Tell how many children are in each age group as follows: under 12 months: _____ one year olds: _____
two year olds: _____ three & four year olds: _____ five year olds: _____ school age children: _____
- c. How many hours do you work each day? _____
- d. How many hours per day does your home provide care to children? _____
- e. How many days do you work each week? _____

7. If you are a **center director or owner**, please answer the following questions. Otherwise, skip to #8.

- a. Approximately how many children are currently enrolled in your center? _____
- b. How many staff are employed in your center? _____
- c. Do you work with a group of children on a regular basis? _____
- d. How many hours per week does the center operate? _____
- e. How many hours per week do you work? _____

8. Please provide the following information about yourself:

- a. What is your sex? ☐ Female ☐ Male
- b. What is your age? ☐ 16-17 ☐ 18-24 ☐ 25-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ over 60
- c. What was your annual income in 1989 which was earned from your work in child care? (Do not include income from other sources.) Check only one.

☐ under \$3000	☐ \$3000 to \$5000	☐ \$5000 to \$7500	☐ \$7500 to \$10,000
☐ \$10,000 to \$12,500	☐ \$12,500 to \$15,000	☐ \$15,000 to \$20,000	☐ \$20,000 to \$25,000
☐ \$25,000 to \$30,000	☐ \$30,000 to \$35,000	☐ over \$35,000	

9. Please describe your work experience in child care.

a. How long have you been working in your current job? Check one of the following:

- ☐ less than 6 months ☐ 6 to 12 months ☐ 12 to 18 months ☐ 18 to 24 months
☐ 2 to 3 years ☐ 3 to 5 years ☐ 5 to 10 years ☐ over 10 years

b. Did you work in another child care job before this one? ☐ Yes ☐ No

Have you changed jobs more than once while continuing to work in child care? ☐ Yes ☐ No

If you answered Yes, what was the reason you changed jobs? _____

c. What is your total experience in child care, including all jobs?

- ☐ less than 6 months ☐ 6 to 12 months ☐ 12 to 18 months ☐ 18 to 24 months
☐ 2 to 3 years ☐ 3 to 5 years ☐ 5 to 10 years ☐ over 10 years

d. Please describe other experiences which have helped you in your child care work? _____

10. Please tell us about your education and training by checking one of the spaces below to identify the highest grade or level of education you have completed:

- ☐ some high school ☐ 1 Year Certificate or Diploma in Child Care
☐ High School Diploma ☐ Child Development Associate - When & Where? _____
☐ GED ☐ AA or AS degree - What was your major? _____
☐ Some College - Describe: _____ When & where did you graduate? _____
_____ ☐ BA or BS degree - What was your major? _____
_____ When & where did you graduate? _____
_____ ☐ Graduate degree - Degree & Major? _____
_____ When & where did you graduate? _____

11. Have you participated in workshops and classes about young children and child care?

☐ Yes ☐ No

Do you have certificates or records of workshops and other training you have received?

☐ Yes ☐ No

In the space below, please describe the workshop training you have taken - about how many hours, what topics, where, etc.

12. Which topics listed below are most interesting to you for receiving training? Place a "1" in the box beside your first choice, a "2" beside your second choice, and a "3" beside your third choice, etc.

☐

Child Development

☐

Discipline and Guidance

☐

Communicating with Parents

☐

Planning activities for children

☐

Management and Supervision

☐

Health & Safety in Child Care

☐

Room Arrangement & Scheduling

☐

Learning through Play

13. Please tell us about your future goals. Do you plan to continue working in child care? ☐ Yes ☐ No

a. If so, would you like to work for a higher level of training? Check any type of degree or training program you may be interested in:

☐

CDA

☐

1 year certificate in child care

☐

2-year degree

☐

4-year degree

☐

graduate degree

What are your career goals in child care? _____

b. If you do not plan to continue working in child care, please tell us why you want to leave. _____

14. What do you think would be most helpful to improve the quality of child care in Delaware?

THANK YOU. PLEASE FOLD, STAPLE OR TAPE SO ADDRESS SHOWS, AND MAIL.

APPENDIX H

Career Ladder and Professionalism in Early Childhood in Delaware

Career Ladder and Professionalism
in the
Early Childhood Field

1. There are three major systems where early childhood professionals work:
 - the public schools
 - the Head Start system
 - the community based child care system (where parents and government purchase services)
2. There are levels of pre-professional and professional training that qualify staff for roles in these systems. Each has its own set of roles without a common nomenclature.
3. A goal is for the vocational and higher education systems to prepare individuals through pre-service and in-service training to advance from one to another of these roles and to cross bridges from one system to another.
4. Equally qualified individuals should be paid the same salaries across the systems in the long run. Each system should offer access to training and opportunity for advancement.
5. Family day care providers need their own appropriate content but follow the same pattern that applies across the systems: Apprentice, Practitioner and Master Practitioner.

QUALIFICATIONS AND EARLY CHILDHOOD PROFESSIONAL ROLES IN THE
SCHOOL SYSTEM

Roles

Education/training system

Aides

Little defined
qualification; could be
high school graduate,
college graduate without
teacher certification
Ongoing training not re-
quired

Associate Teachers

Some states recognize
Associates, as a way of
employing qualified early
childhood professionals
from the private system.
Delaware does not.
Since they are permitted
to be in charge of a
class-room; they must be
CDA certified, or have
A.A. or B.A. degree in
ece; and/or meet
qualifications in
licensing.

Teachers

B.A., Certified. To
support quality teaching,
the certificate should
include 300 hour
practicum with children
younger than kindergarten
age; coursework in child
development. Delaware
does not have this type
of certificate.

Program Directors

Certificate with
additional requirements

Principals

Certificate with
additional requirements

QUALIFICATIONS AND EARLY CHILDHOOD PROFESSIONAL ROLES IN THE
SCHOOL SYSTEM WITH TEACHER EDUCATION REFORM

<u>Roles</u>	<u>Education/training system</u>
Aides	Little defined qualification; could be high school graduate, college graduate without teacher certification Ongoing training not re- quired
Associate Teachers	Some states recognize Associates, as a way of employing qualified early childhood professionals from the private system. Delaware does not. Since they are permitted to be in charge of a class-room; they must be CDA certified, or have A.A. or B.A. degree in ece; and/or meet qualifications in licensing.
Provisional Teachers	B.A., Liberal Arts Mentored, and pursuing Graduate degree in teaching
Teachers	M.A., Certified. To support quality teaching, the certificate should include 300 hour practicum with children younger than kindergarten age; coursework in child development.
Mentor Teachers	Certified or other Early Childhood Teachers Recognized for Knowledge and Teaching Skills
Program Directors	Certificate with

Principals

additional requirements

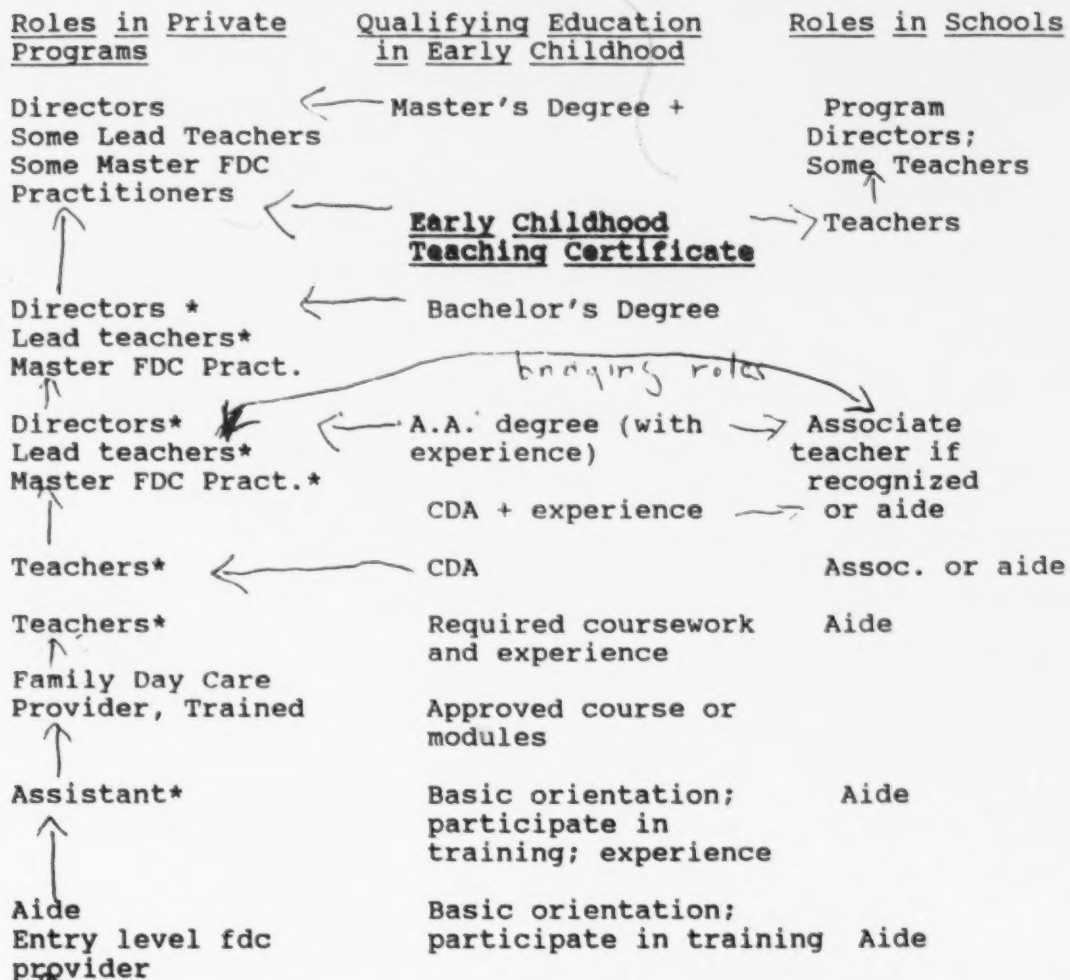
Certificate with
additional requirements

QUALIFICATIONS AND ROLES IN THE PURCHASE OF SERVICE SYSTEM
AND HEAD START

<u>Roles</u>	<u>Pre-Service and In-service Education that Qualifies Career Movement</u>
Aides	No barriers to entry; participate in orientation, and in-service ongoing training
Entry Level Family Day Care Providers	
Assistants	Have completed provisional status; received some in-service training
Teachers or Caregivers	Meet state qualifications; usually only one course in child development plus experience; Can be in charge of a classroom but are supervised by professionals with more training; however, teachers can have CDA, AA, BA, depending on the policies of the center employing them. Head Start requires CDA.
Family Day Care Providers	Complete course or modules adding to a course, approved by statewide Family Day Care Association. Or CDA.
Master teachers; (by many different names, such as lead teacher,	12 states have qualifications; in others, directors set own. Lead teachers may have specified hours of coursework plus experience, CDA plus experience; AA with 300 hour supervised practicum plus experience ; B.A. with similar practicum.
Educational Coordinators	
Master Family Day Care Provider	Basic course, accreditation, plus advanced course granting credit for all three. Or CDA plus experience.
Directors	Master teacher qualified plus administrative courses

Careers beyond directors require specialized coursework, building on the knowledge base and experience of directors. These include public policy roles, research roles, roles in resource and referral, etc.

Qualifications and Roles Across the Public and Private Systems



Enter

* Licensing could offer a credentialing document that the individual's training record indicates qualified for this role.

Entry into the system can be from the bottom; or a qualified person can enter from the side. Opportunities for in-service training and higher education offer the entry-level person the opportunity to move into higher-paying roles.

Qualifications and Roles Across the Public and Private
Systems With Education Reform in Higher Education

<u>Roles in Private Programs</u>	<u>Qualifying Education in Early Childhood</u>	<u>Roles in Schools</u>
Some Directors Some Lead Teachers Some Master FDC Practitioners	Master's Degree +	Program Directors; Some Teachers Mentor Teachers
Some Directors Some Lead Teachers	M.S. plus <u>Early Childhood Teaching Certificate</u>	Teachers
Directors * Lead teachers* Master FDC Pract. *	Bachelor's Degree	Provisional Teachers
Directors* Lead teachers* Master fdc Pract.*	A.A. degree (with experience) CDA + experience	Associate teacher if recognized or aide
Teachers*	CDA	Assoc. or aide
Teachers* Family day care pract.*	Required coursework and experience	Aide
Assistant*	Basic orientation; participate in training; experience	Aide
Aide Entry fdc pract.	Basic orientation; participate in training	Aide

* Licensing could offer a credentialing document that the individual's training record indicates qualified for this role.

Entry into the system can be from the bottom; or a qualified person can enter from the side. Opportunities for in-service training and higher education offer the entry-level person the opportunity to move into higher-paying roles.

COLLABORATION ACROSS SYSTEMS

Head Start should:

- Assure that every classroom has at least one CDA
- Assure that every program has at least one degreed early childhood specialist

DPI and Schools should:

- Establish an early childhood credential, N - 3, that
 - o assures at least 150-hour practicum with children younger than kindergarten age, preferably 300 hours
 - o assures coursework in child growth and development
- Establish role of Associate Teacher, equivalent to Lead or Master teacher in the licensed system; permitted to be in charge of a classroom
- Offer career training opportunity leading to early childhood certificate for all Associate Teachers
- Pay equally qualified early childhood teachers the same salary paid to elementary teachers

Licensing should:

- develop criteria for a common core course
- develop categories for training above the core course, and a requirement that assures distribution across these categories for ongoing training
- consider adding more levels of staffing

Higher Education should:

- develop a plan so that the CDA is recognized as constituting roughly half an A.S. degree
- develop criteria for a common core course, acceptable to all programs.
- Examine current offerings in relation to categories established by licensing for ongoing training
- Develop B.A. programs that qualify a person as Master Practitioner and Provisional Teacher, if school reform
- Develop a system that grants credit for pre-professional training for applicants to early childhood CDA, A.S. B.S. or other programs, if applicants pass entry examination.

Day care directors should:

- establish a staffing plan and salary schedule that
 - o includes aides, assistants, teachers and lead teachers
 - o reward increased training and experience with higher pay in the same role or promotion to other roles

Private Sector Should:

- o Support training for three levels for family day

care providers.

- o Assist through funding in the further development of career ladder approach to staff development in the day care field.

All systems should:

- encourage joint training across schools, Head Start, and day care
- assure that any program with young children provides both early education and nurture
- avoid dead end training; i.e. training for low paying role that has no opportunity for advancement